DOCUMENT RESUME

ED 227 623 EC 151 072

AUTHOR Greenwood, Charles R.; And Others
TITLE Minority Issues in the Education of Handicapped Children. Minority Issues Inservice Program (MIIP): Instructor's Manual.
INSTITUTION Kansas Univ. Medical Center, Kansas City. Dept. of Special Education.
SPONS AGENCY Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE May 82
GRANT G007901332
NOTE 130p.; For related documents, see EC 151 070-072.
PUB TYPE Tests/Evaluation Instruments (160) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Course Objectives; Course Organization; *Disabilities; *Ethnic Groups; Higher Education; *Inservice Teacher Education; Instructional Materials; Mastery Tests; *Minority Groups; Needs Assessment; *Teacher Improvement

ABSTRACT

Guidelines and course materials for teaching an inservice course for regular and special education teachers are presented which are designed to accompany the text entitled "Minority Issues in the Education of Handicapped Children." The instructor's manual contains information concerning the course materials, instructor options and requirements, evaluation options, pretraining considerations, training activities, post-training considerations, and the materials (i.e., exams and other materials used in conducting the course). The course covers the following topics: assessment issues, language and learning style issues, educational objectives and multicultural curricula, educational and vocational barriers, and school policy and community awareness issues. Appended materials include the following: a pretest and posttest and answer keys, student survey and answer key, mastery exams and answer keys, teacher satisfaction survey, instructor's application tasks summary, information on the text, an informative course brochure, and narrative text of an audiovisual package on the inservice training program. (SEW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED227623

INSTRUCTOR'S MANUAL:
MINORITY ISSUES In the Education of HANDICAPPED CHILDREN

Charles R. Greenwood
Dorothy Preston
Winifred Critchlow
Verona Hughes
Ping Yuan

Department of Special Education
University of Kansas

EC150077

Minority Issues in the Education of Handicapped Children

Minority Issues Inservice Program (MIIP): Instructor's Manual

Charles R. Greenwood, Dorothy Preston, Winifred Critchlow
Verona Hughes, Ping Yuen & Susan Thibadeau
Department of Special Education
University of Kansas Medical Center
Kansas City, Kansas

May 1982

This work is not published, it is produced to fulfill requirements of grant number G007901332 from the U.S. Department of Education. It is in the process of distribution to a limited audience for the limited purpose of field evaluation. This work may not be reproduced or distributed in any manner, without the owner's prior written consent and authorization.

The work reported herein was performed pursuant to a special project grant from the Division of Personnel Preparation and Training, Office of Special Education, U.S. Department of Education. The content, however, does not necessarily reflect the position or policy of OSE/ED and no official endorsement of these materials should be inferred.

Table of Contents

	Page
Introduction, Purpose & Objectives	1
About the Materials	2
Course Organization/Requirements	4
Inservice Leader Options	5
Evaluation Options	12
Pre-post exam	12
Chapter Mastery	12
Student Effect	13
Staff Satisfaction	13
Staff Application	13
Pretraining Considerations	14
Needs Assessment/Staff Interest	14
Staff Orientation	15
Training Considerations	17
Introducing New Topics	17
Monitoring Chapter Discussions	18
Monitoring Application Tasks	19
Monitoring Chapter Mastery	19
Posttraining Considerations	22
Maintaining Application	22
Appendices	
A. Assessment Instruments	24
B. Texts and Content Brochure and Audio/Visual Package	109

Introduction

The purpose of this manual is to serve as the Instructor's guide to the text entitled, Minority Issues in the Education of Handicapped Children, by Greenwood, Preston, and Harris. Using the Instructor's Manual in concert with the Text it is possible for the course Instructor to conduct an inservice training program over 12 sessions (12 weeks) with building faculty. It is also possible for the course to be delivered as a regular university course, with the addition of supplemental readings and content adjustments.

The course is appropriate for both regular and special education teachers. For regular education teachers the major benefits for their participation are: (1) introduction to mainstreaming concepts and P.L. 94-142, (2) multicultural education concepts, (3) assessment and the concerns of minority groups with placement into special education programs, (4) special education programs, and (5) language in terms of delayed speakers, foreign language speakers, dialect speakers, and bilingual speakers. For special education teachers, the major benefits are in (1) appropriate design of instruction i.e., formats of instruction, and multicultural content in the special education curricula, (2) learning style issues, (3) school policies, and (4) organizing community resources.

The course can be taught with as few as three teachers in a building and as many as an unlimited number by the additional use of flexible grouping and designating group leaders.

About the Materials

The MIIP materials are comprised of: (1) an informative brochure, (2) a ten-minute audio-visual package, (3) the text, Minority Issues in the Education of Handicapped Children, and (4) this Instructor's Manual.

The Brochure

The brochure is a one-page overview of the topics and content of the course. The objective of the brochure is to provide a quick overview of the program to a principal, teacher or other District personnel. The brochure is the first level of orientation to the program.

The Audio/Visual Package

This package is the main element in the orientation of personnel to the inservice training program. The package contains a ten-minute filmstrip in which a case is presented demonstrating the problems, content, and organization of the inservice training program. An audio cassette supplies an information component explaining and highlighting the visual information. The package is best used as an orientation device with district and building level personnel to enable a cost-effective presentation of the program to be made. Based upon this orientation and additional handout information provided by the person conducting the orientation, the decision concerning trainee interest, and participation in the program can be effectively obtained.

The Text

The text, Minority Issues in the Education of Handicapped Children, is the main element of the training program. The text contains ten chapters and related appendices that provide readings in ten specific minority issue areas in special education. The text has been organized so that in each chapter the following is provided: (1) learner objectives for

the chapter, (2) the readings, (3) review and study questions over the materials, (4) discussion questions, (5) previous commentary in regard to the discussion questions, and (6) teacher application tasks.

The Instructor's Manual

The Instructor's Manual provides the information necessary for the instructor to carry out the course. Thus, the Manual contains information concerning the course materials, instructor options and requirements, evaluation options, pretraining considerations, training activities, posttraining considerations, and the materials i.e., exams, and other consumable materials used in conducting the course. The Manual has been developed as a companion to the Text, thus, materials in the Text are not repeated in the Manual and vice-versa.

Course Organization Options

Inservice Training of Teachers

The materials have been originally developed for teacher inservice. The course spans 12 two-hour sessions (See Table 1). The activities covered in each session include: (1) a brief introduction to the topic by the Instructor, (2) a discussion of the material read, (3) classroom application exercises, and (4) a mastery exam over the materials prepared for that meeting. These activities are repeated in each subsequent meeting and establish the continuity of the course over sessions. This continuity can be noted in the flowchart covering the entire course depicted in Table 2.

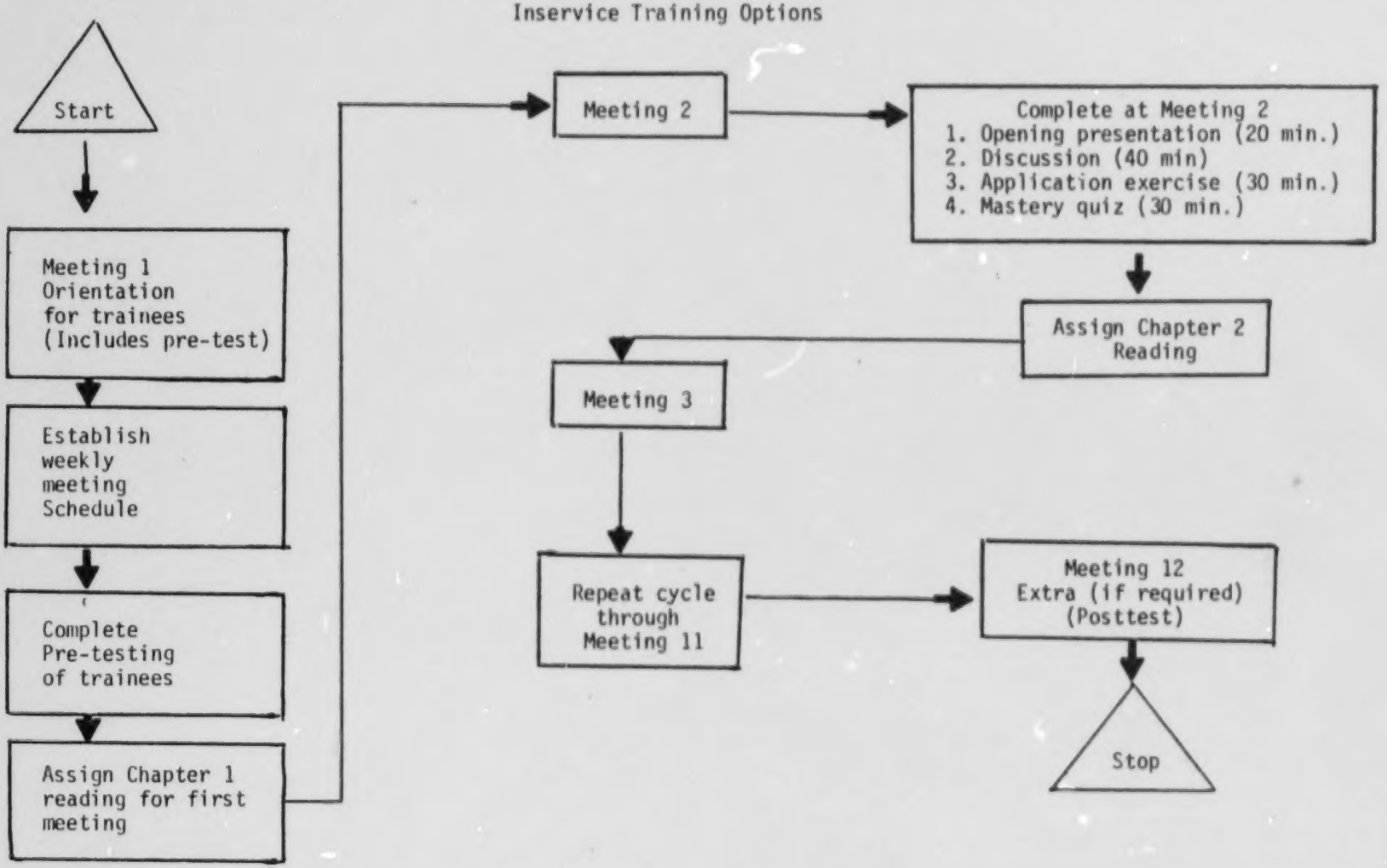
Table 1

Summary of Inservice Organization

Meeting #	Chapter or Activity	Topic
1	Orientation	Overview of program; Audio/Visual presentation
2	1	Introduction
3	2	Minority and Handicapped Children
4	3	Assessment Issues
5	4	Language Issues
6	5	Learning Style Issues
7	6	Educational Objectives and Multicultural Curricula
8	7	Educational and Vocational Barriers
9	8	School Policy Issues
10	9	Community Awareness Issues
11	10	Staff Training Issues
12	Extra	Additional Meeting (Only if Required)

TABLE 2

Inservice Training Options



Chapter Mastery Concept. The course has been designed around the Personalized System of Instruction (PSI) approach in which mastery of units of chapters of material is a central concept. Mastery is demonstrated by trainees by passing at a high level, 90% correct, a short exam after the readings in each unit. Trainees who score below this level are referred back to re-study the material in question. They subsequently return to retake the examination until the 90% level is achieved. This must be done before the student moves on to the next chapter of material. Thus, the instructor is assured that students are demonstrating knowledge of the written materials.

A second concept built into the materials is a generalization process ranging from mastery of chapter content to implementation of the course principles and activities in the school or classroom. To foster this process, group discussions are conducted over the material in each chapter, where the trainees have the opportunity to generalize their readings of the material to verbal discussion. This also allows teachers to combine new knowledge with past classroom experiences. The assignment of application tasks is the third step in the process. At this point, teachers are required to attempt to use the new assessment strategies, to design and carry out a component of a multicultural curriculum, evaluate school policies with respect to minority and handicapped students, etc. At this point the course content is generalized beyond the levels of awareness and knowledge to the level of teaching skill.

As explained shortly, evaluation materials are built into the program so that the instructor can assess the degree of success at the mastery, discussion, and application levels and to assure an overall effective program

for all trainees.

University Course Option

The MIIP materials have also been used as the core materials for a three semester hour course in Special Education at the University of Kansas. In this case 16 class meetings were conducted, each approximately three hours long. The organization of the course is outlined in Table 3.

Table 3

Course Description

Course:	SPED 0789 Current Topics: Minority Issues in Special Education.
Background:	Within the last 5 years a number of specialized topics have developed with respect to the special education of minority and cross-cultural handicapped children. These topics have been expressed in terms of: (1) new procedures in the educational process, (2) legislation with respect to educational rights, (3) court cases concerning equitable opportunities for minorities in special education, and (4) the development of minority advocacy and advisory groups within special education professional organizations e.g., CEC, APA, etc.
Course Objective:	The purpose of this course is to provide school personnel - both regular and special education teachers, principals, counselors, etc. with current information concerning minority, cross-cultural children and special education. The course is designed to teach current issues and practical application. Students will demonstrate mastery of course content through practical application assignments, in addition to written examinations.

Course Requirements: Examinations: Short in-class quizzes over assigned materials plus final examination concerning course content will be used.

Project: Each student will:

1. Write a 15-20 page paper on a related topic approved by the instructor, or
2. Carry out a project demonstrating application of principles learned in the course in a case study format. Also requires approval of instructor.

Class Participation: To enhance learning, each student will be expected to participate by sharing their knowledge and experiences with the class during planned discussions.

Course Outline

Sessions

I	Introduction to course. Pretest. Identification and description of minority handicapped students.
II	Minority cultural characteristics, socioeconomic status, and learning styles.
III	Assessment procedures - problems and solutions.
IV	Assessment procedures - continued.
V	Educational objectives and curriculum issues.
VI	Educational objectives and curriculum - continued.
VII	Focus on language.
VIII	Focus on language - continued.
IX	Educational and vocational barriers.
X	Educational and vocational barriers - continued.

XI Focus on school policies.

XII Focus on training of school staff.

XIII Community awareness and resources.

XIV Presentation and discussion of student projects.

XV Final examination.

Books/Materials

1. Greenwood, C. R., Preston, D., & Harris. J. Minority issues in the education of handicapped children. Kansas City, Kansas Department of Special Education, University of Kansas, 1981.

2. Oakland, T. Psychological and educational assessment of minority children. New York: Brunner/Mazel, 1977.

Instructor Options

Four basic Instructor options can be used. These include: (1) the building principal, (2) a designated faculty member, (3) a faculty team, and (4) a university instructor.

Building Principal

The building principal was the original Instructor in mind for the program. The program is designed to allow the principal to serve as an instructional leader and director of site based management. Thus, by using the procedures herein, the principal can establish a role for inservice training and implementation of training that has not been previously possible. The program allows the principal to develop the program based upon assessed needs and enables the principal to monitor the progress of training and the degree of implementation conducted in the classroom by faculty. Moreover, the possibility of maintaining teachers applications and continuing to use the learned procedures can be effected as the training experiences become institutionalized as part of building goals and policies. Since the content of the course is in the manuals, the principal does not have to be an expert in special education or multicultural education. Rather, the principal role is that of leader, and monitor of training progress.

Designated Faculty Member

In this case, the principal may designate a faculty member to serve as Instructor. In this instance, a special education trained faculty member is recommended. Using this model it is still possible for the principal to maintain control over the training process through regular contact with the designated instruction and visits to the meetings to monitor progress.

Faculty Teams

A third approach is a team model of inservice training. Here a designated team is responsible for conducting the training activities. In this case, the team may share the responsiblities for introducing topics and monitoring teacher progress.

University Instructor

In this case, the materials are being used as a university course in special education. As previously mentioned, in order to span the longer period required for a semester course, the Instructor will need to supplement the course content with additional materials or additional application exercises (i.e., teaching experiences, papers, case studies, etc.). The Instructor should be skilled in both special education and multicultural education.

Evaluation Options

Several instruments and strategies are available for conducting an evaluation of the course. The instruments, included in the appendices are: (1) a pre-post examination for teacher trainees, (2) teacher chapter mastery exams, (3) a student survey, (4) a staff course evaluation survey, and (5) a device for charting the extent and range of teacher applications to the classroom during the course.

The Pre-Post Examination

These exams cover the entire course and are based upon items appearing in the chapter mastery exams and sample the objectives stated. The exams are designed to be used as a part of a total evaluation. Administered at Pre, prior to the course, the exam will reveal the current levels of teacher skills in the various areas covered by the course. Used as a posttest, the exam will reveal the degree of trainee growth in knowledge related to the course. When used to develop a gain score (post minus pre) for each teacher, the individual gains and group average gain can be determined.

The Chapter Mastery Exams

The ten chapter mastery exams have been developed to provide feedback to participants related to mastery of chapter content. They are used primarily to aid instruction by indicating areas in which the trainees need additional instruction and review. Since a 90% mastery level is required, trainees are expected to re-study the areas of difficulty and then retake the exam until the 90% level is obtained. Used in this manner, the Instructor is insured that trainees are successfully completing the chapter materials.

The Student Survey

A major goal of the program is to create application of the course principles in the school and classroom environment. To assess this impact a student survey has been developed that directly measures student indices related to the application tasks provided at the end of each chapter. While not all application tasks in the program are directed towards students, those that are, are sampled in the survey. The survey can be administered prior to and following the course to assess the impact of teachers' course application on students.

Trainee Course Evaluation

A course evaluation has been developed that will yield trainee satisfaction with the total course and its various aspects, (i.e., Instructor's presentations, discussion, application, materials, etc.). This is to be administered after the course has been completed.

Trainee Application (Inservice Only)

A chart has been developed for the purpose of recording for each teacher the application exercises they, in fact implement in the school or classroom. The chart records teacher names, the chapter, and related application topics completed over the course, and later, throughout the entire school year. In this fashion, when posted during training and in the teachers' lounge, teachers can note the extent of their own progress and the total school impact of the program evident by fellow teacher implementation. Moreover, the Instructor can clearly see the degree of classroom impact the course is having and continues to have later in the school year.

Thus, it is possible to measure the extent of course effects on teachers' mastery of course content, impact in the school and classroom, and degree of trainee satisfaction with the training program.

Pretraining Considerations

Needs Assessment/Staff Interest

An important element in the implementation of a successful training experience is the conditions surrounding teachers' willingness to participate in the program. Clearly, if they view the program as meeting instructional needs and skills that they need, in contrast to a mandated experience in which all must participate, a greater degree of enthusiasm and motivation will occur. It is therefore essential for the principal to plan staff interest and motivation carefully. A first step is to conduct a needs assessment survey early in the school year upon which inservice training experience can be based. These procedures are beyond the scope of this volume, however, information on teachers' perceived needs can form the basis for later acceptance of programs. This program can meet regular and special education teachers needs with respect to the following areas: (1) multicultural education, (2) non-English speaking students, (3) mainstreaming concepts, practices, and P.L. 94-142 responsibilities, (4) assessment, (5) school policies (i.e., discipline, grading, etc.), in addition to other content areas in the program.

A second element is peaking staff interest in the program. Information is one way. A sample overview of the program in addition to the brochure is presented in Appendix A. Sample material is a second way. Preliminary copies of the text could allow teachers an opportunity to preview the course.

A third area is a preassessment of current staff knowledge in the area. In this case, teachers can take the pretest and the information generated used to determine the need for the full training program. This data can also demonstrate to teachers their need for training in this area.

Staff Orientation

The staff orientation is conducted to inform teachers of the availability of the training program and costs/benefits for their participation. The goal of the orientation is trainee participation. The most effective orientations will involve: (1) a review of trainee needs (mentioned earlier) related to the program, (2) the showing of the MIIP audio-visual package, (3) the brochure and costs/benefits handouts (See examples, Appendix A).

Review of needs. A short review of trainee needs is appropriate. It may cover the results of building needs assessments, pretest teacher summary results, indicating the need for the program, and preliminary expressions of interests by teachers.

Showing the audio/visual package will present the facts of the program in a concise format. The brochure will give the trainees backup written information. The next major effort should be directed at a review of the costs/benefits to trainees. At this time, a summary, used as a transparency (See Table 4) can be used to clearly portray these facts. The extent that benefits can be demonstrated to outweigh costs involved, the better participation will be effected. Also benefits will vary in each setting. Thus, in addition to meeting the needs of the trainee, the fact that credit is available, release time, recognition, or free materials, etc., are available, will be factors.

Table 4

MIIP Requirements/Benefits Summary

	Requirements	Benefits
Inservice Leaders (Principals)	1. Attend a two-day workshop 2. Conduct 12 two-hour MIIP sessions in the building 3. Work cooperatively with University staff to monitor progress and solve problems. 4. Two hours to review Instructor's Manual and preplan for each session.	1. $125.00 honoraria 2. 3 credit hours from the KU Dept. of Special Education, SPED 798: Minority Issues in Special Education. 3. Workshops conducted in building with faculty. No travel required (except for the initial two-day workshop). 4. Free materials including an Instructor's Manual and the book, Minority Issues in Special Education.
Inservice Trainees (Teachers)	1. Attend 12 two-hour sessions at the local building. 2. Complete pre-post and follow-up examinations over the material for program evaluation purposes. 3. Complete mastery of the twelve chapters. 4. One to two hours of preparation time per week required to complete unit reading assignments.	1. Training provided by the principal or a faculty member. 2. Free text, Minority Issues in Special Education. 3. Three credit hours from the KU Dept. of Special Education, SPED 798: Minority Issues in Special Education.

Orientation is completed when potential trainees have had an opportunity to formally declare or decline their participation in the program.

Training Considerations

The MIIP inservice workshop contains a number of regular instructional activities, either led or monitored by the Instructor. These activities may be arranged by the Instructor to best meet the needs and schedules of trainees in their particular setting. Thus, for example, the workshop activities may be scheduled and conducted within a single two hour block once a week, or organized in several smaller sessions. In this case, the Instructor's introduction to the topic and the discussion may be held for a period after school, the mastery quizzes handled by teachers on their own time, and application tasks handled during class time.

The specific workshop activities include: (1) Instructor's opening presentation, (2) discussion, (3) application tasks, and (4) chapter mastery exams.

Instructor's opening presentation (20 min. maximum)

The purpose of this activity is to formally introduce trainees to the new topic and to assign the next chapter for trainee preparation. Based upon the Instructor's personal reading of the chapter in the text, a short presentation should be prepared that both introduces the topic, and that relates the topic to the specific activities of staff and students in that building. At this point, the Instructor has the flexibility of adapting the topic to his/her specific concerns. Thus, after reporting on the nature of the topic to be prepared, the Instructor might describe the population of minority and handicapped children served at the school. District and school policies might be presented. The instruments used in district evaluations might be reviewed along with evaluation procedures being used in special education programs. A brief review of community programs and resources might be made.

This period is also an opportunity for the Instructor to establish building goals with respect to the topics to be covered. The implications of the topic on school activities and procedures can be suggested, and teachers challenged to pursue the topics with these goals in mind.

Discussion (40 minutes maximum)

The discussion period is to allow for teachers to debate the concepts and practices covered in their assigned reading. Discussion questions in the text are to be selected by the Instructor for group discussion. In Part II of the text, participant responses to the discussion questions are provided at the end of each chapter and can be used as a basis for further discussion and comment. In the past the discussion allowed teachers to voice agreement with the topics as well as disagreement, and formulation of group consensus with respect to specific minority concerns. It is also felt that the discussion allows teachers to use the concepts and plan for the eventual applications in the classroom.

Depending upon the number of trainees involved, grouping should be used to maximize teachers opportunities to contribute. Groups of 3-6 have been ideal in the past. The Instructor can assign groups to deal with all or specific discussion questions. In cases where more than one group is formed, a group leader should be assigned responsibility for moving the group through the materials, and in allocating time to each question, and recording the group responses to each item. With a large number of groups, the Instructor may wish the group leaders to report the progress of separate groups to the entire group towards the end of the session. This is particularly helpful

when not all groups have covered all questions. Experience has shown that groups can typically cover five of the ten questions in the allocated time.

Application Tasks (30 minutes maximum)

The application tasks for each chapter are also contained in the text and offer specific suggested activities that teachers may implement. These are in no way exhaustive, and it is expected that teachers will be able to create many other application ideas. The purpose of this particular section is to monitor progress in class application and to serve as a share-a-thon among teachers of both outcomes and teaching procedures.

Thus, it is suggested that groups again be used and that teachers be individually asked to report on their application tasks. This report can take the form of a brief verbal presentation and handouts of materials developed by the teacher. It is hoped that an information exchange among teachers and staff can be created.

In some cases, it has helped this process by appointing a staff member for the topic so that the Instructor's application chart can be updated. (See Appendix A). The chart is a device of recording trainee and the entire group effort at application activities. It is also an evaluation device indicative of the extent of application established as a result of the training effort.

Mastery Exam (30 minutes maximum)

The purpose of this activity is to ensure that trainees have encountered the reading materials and are familiar with the concepts presented therein. A mastery approach is suggested. Teachers are required to take chapter exams , and are allowed to correct their own responses. These materials, exams and answer keys are contained in Appendix A.

The procedures to be used are as follows. Teachers may complete quizzes and then receive the answer key. After correcting the test, the test and key are returned to the Instructor or an appointed test monitor. If the trainee has scored 90% or higher, the test has been passed. If the score is below this level, the trainee is asked to restudy the materials, particularly those related to the missed questions, and then return to take the test a second time. This can be done within as little as five minutes. The test is then retaken and the answer key given, and the exam again corrected. This continues until the 90% level is obtained. In our experience, rarely have trainees required more than three attempts to pass the exam.

While this process may seem somewhat redundant, it insures that the teachers are familiar with the content, such that <u>they can contribute meaningfully</u> to the discussion activities. Thus, the tests are study exercises to establish all teachers as familiar with the chapter content. Trainees have either mastered or not mastered the chapter content. Scores less than 90% are meaningful only in that they indicate the number of areas the trainee must re-study to reach mastery. By faithful use of this procedure all teachers will be able to achieve the objectives of the training program and to contribute to the activities.

Instructor's Preparation Checklist

1.__ Read the chapter.

2.__ Consider the chapter content in relation to the specific school, faculty and students.

3.__ Develop five key points to be made concerning the topic and these goals and activities at the school.

4.__ Develop a one-page handout or transparency summarizing these points for trainees.

5.__ Review the Chapter Discussion Questions and select the five that you wish the group to discuss.

6.__ Add any discussion questions of your own.

7.__ Review the application task chart and prepare a summary statement concerning both individual trainee and group progress in application.

8.__ Review specific application tasks that you wish to emphasize as clearly on target and as exemplary.

9.__ Review the mastery exam results and prepare a summary statement regarding group progress in this area. If problems are apparent, prepare a policy to deal with the problem.

10.__ Take time to observe one teacher's application task in action in the classroom. Prepare a comment to reinforce the teacher and to exemplify the best aspects of the application at the meeting.

11.__ Conduct the meeting!

Post Training Considerations

Following training, the posttest measures are implemented as described in the Evaluation Section. Based upon these data the impact of the program to this point can be assessed and new goals established. A major issue at this period is continuing teachers' applications throughout the rest of the school year.

Maintaining Applications

A number of methods for continuing applications can be suggested. These include: (1) establishing new goals, (2) reaffirming previous goals, (3) continued use of the Instructors' Application Summary, and (4) Instructor feedback to teacher trainees.

New Goals. The posttest data provides the Instructor with an opportunity to assess progress and establish new goals. These data can and should be shared with teachers both to reinforce progress and to justify the new goals. Goals at this time can focus on expansion of the application areas developed to this point. For example, a review of application tasks could suggest an area, like curriculum units, that can be expanded from a number of lessons to encompass an entire curricula. In this fashion, a more directed effort could now be applied to systematically build upon areas that were only initiated during the course. Teachers can be assigned to lead this development. This can also be applied to information gathering, where necessary (i.e., District testing policies, etc.).

The Instructor may also pass on responsibility for continued planning and evaluation of these activities by appointing a management team. The team could continue regular meetings, evaluate progress and prepare new goals and objectives. In this fashion mechanisms for continuing the program can be put in place.

Reaffirmation of Goals. Goals developed during the training program can now be transferred to building policies, within the context of the Instructor and management team. The purpose of the effort is not to loose management focus and thus, lessen interest, commitment, and activities related to the program. These goals can be drafted in terms of a statement of building principles or policies, for example.

Instructors' Application Summary. Continuing to post and monitor teachers' application activities will also help maintain progress. Particularly if this progress continues to be pointed out in faculty meetings, reviewed informally with teachers, and really used within the context of building activities.

Instructor Feedback. Another variable of importance is Instructor feedback and praise based upon continuing efforts in these areas. It has been clearly shown that teachers can be motivated when sincere and appropriate feedback and praise are used. This, of course, requires the Instructor to maintain the lead by making teacher contacts, classroom visits, and other personal contacts that will allow this to occur.

Appendix A

	Page
Pre Test	25
Pre Test Answer Key	34
Posttest	43
Posttest Answer Key	52
Student Survey	60
Student Survey Answer Key	63
Chapter 1-10 Mastery Exams and Answer Keys	63a - 99
Teacher Satisfaction Survey	100
Instructor's Application Tasks Summary	102

PRE TEST

Minority Issues in the Education of Handicapped Children

Instructions: This is a multiple choice and short answer exam. Complete each item accordingly. There are 2 points for each item.

Name: _____ School: _____ Date: _____

Score: _____ Correct: _____ Percent: _____

1. The precedent of equal opportunity in education and end of segregation in schools was established by:
   (a) P.L. 94-142
   (b) Lau vs. Nichols
   (c) Brown vs. Board of Education
2. Briefly define "mainstreaming".

3. In the area of school policies, 2 minority concerns are:
   (a)
   (b)
4. Committee members rated _____ as the issue area of greatest importance.
5. The MIIP consulting committee was comprised of persons representing

   _____

   _____
6. Briefly define Pluralism.

7. Hmong is a dialect spoken by the:

   (a) Chinese

   (b) Japanese

   (c) Korean

   (d) Laotions

8. Briefly define bilingual education.

9. Briefly define ethnic.

10. The court case Brown vs. the Topeka Board of Education eliminated _____ in the public schools.

11. Why do Blacks score higher on the B.I.T.C.H.?

12. Why is language assessment important?

13. Define non-biased assessment.

14. The concern over testing bias as a contributor to the over-representation problems has centered primarily on:

   (a) The items selected for inclusion in tests.

   (b) The tester.

   (c) The standardization sample used in norming the tests.

   (d) The test's validation procedures.

   One of the above does not belong. Find that one.

15. The primary impact of non-standard English speakers in the United States schools appears to be the result of _____of _____ _____ _____ into the U.S.

16. The most recent example of non-English speaking are the _____, _____, and _____.

17. A second language impact on education is:

    (a) economics

    (b) war

    (c) slavery

    (d) the dialect of English speakers

    (e) politics

    (f) language/culture

18. A third impact of language on special education occurs with children who:

    (a) do not develop language

    (b) are language delayed

    (c) suffer from a hearing disability

    (d) developmentally disabled

    (e) _____, _____, _____

    (f) non-speakers

19. The direct instruction programs are designed using 5 steps. What are those 5 steps? 1) _____ 2) _____ 3) _____ 4) _____ 5) _____

20. The direct instruction and incidental teaching methods are applicable to which of the following problems?

    (a) bilingual students

    (b) bicultural students

20. (Continued)

    (c) English as a second language

    (d) English as a first language

    (e) All of the above

    (f) _____, _____, and _____.

21. One of the major theories applied to the learning styles of handicapped children has been that of _____.

22. Four mechanisms by which organisms recognize and make sense out of sensory stimulation have been discussed in this unit. These are: _____, _____, _____, and _____.

23. Teaching and the design of instruction begins with:

    (a) learning styles

    (b) educational diagnosis

    (c) what the child knows

    (d) what the child does not know

24. Some of the most exciting results from teaching low-income and disadvantaged students have been:

    (a) Head Start Project

    (b) Follow-Through Project

    (c) Early Training Project

25. According to "opportunity to respond" _____ is the key factory which explains the differential academic performance of minority group children.

26. As a rule, an instructional material should be selected because of: _____.

27. List at least 3 considerations important when selecting materials to be used with the minority handicapped population.

    (a)

    (b)

    (c)

28. Define I.E.P.

29. The law requires certain components to be included in an I.E.P. Name four of these.

    (a)

    (b)

    (c)

    (d)

30. Determining level of performance through appropriate assessment, team members familiar with students' language and cultural background, parents included in the process, and instructional strategies and materials that are culturally relevant, are all considerations that can be included in the:

    (a) curriculum selection process

    (b) I.E.P. process

    (c) materials selection process

    (d) regular conference

31. What is a prosthetic device?

32. Briefly define "self-fulfilling prophecy".

33. Briefly describe two barriers which are often encountered in the vocational setting by the minority handicapped person.

(a)

(b)

34. List three techniques the teacher can use in class to help the minority handicapped student develop a positive self-concept.

(a)

(b)

(c)

35. List three methods for increasing employment opportunities for the minority handicapped student.

(a)

(b)

(c)

36. Briefly define "least restrictive environment" as the term is used in P.L. 94-142.

37. List three people who should be involved in the I.E.P. meeting.

(a)

(b)

(c)

38. What is the I.E.P., provided for by P.L. 94-142?

39. When appropriate public school programs are not available to special needs students, tuition grant programs provide public monies to pay for private education programs. Briefly describe a problem which may be encountered under this system.

40. Functional exclusion refers to _____.

_____.

41. SAC refers to _____, a Kansas City School District alternative to _____.

42. List 2 factors that are common to the ethnic groups listed in the chapter.

(a)

(b)

43. Is it easy to change a person's attitude about a given idea?

(a) Yes

(b) No

44. List 3 issues requiring teacher and community awareness.

(a)

(b)

(c)

45. List 3 ways mentioned in the chapter that would show signs (behavior) of awareness.

(a)

(b)

(c)

46. List 5 reasons why people do not utilize existing community service agencies.

(a)

(b)

(c)

(d)

(e)

47. The major teacher education accrediting organization in the U.S. is _____.

48. Bessant-Byrd (1981) suggests 6 teacher competencies necessary for teachers of minority handicapped children. List 3 of these competencies.

(a)

(b)

(c)

49. Define "melting pot" concept.

50. The Multicultural Special Education Project at the University of Kansas undertook the task of:

50. (Continued)

(a) developing a multicultural component in the School of Education

(b) preparing educators to develop bilingual programs

(c) initiating urban field experiences for practice teachers

(d) assessing multicultural factors in the Special Education curricula through analysis of course outlines and readings

Pretest

Answer Key

1. The precedent of equal opportunity in education and end of segregation in schools was established by:

   (c) Brown vs. Board of Education

2. Briefly define"mainstreaming".

   The concept of integrating handicapped persons into the normal school program.

3. In the area of school policies, 2 minority concerns are:

   (1) Suspension, (2) Participation in athletic and social activities (3) Grading policies.

4. Committee members rated language as the issue area of greatest importance.

5. The MIIP consulting committee was comprised of persons representing both minority and handicapped populations.

6. Briefly define Pluralism.

   A social condition in which dispariate religious, ethnic, and racial groups are geographically intermingled and united in a single nation.

7. Hmong is a dialect spoken by the:

   (d) Laotions

8. Briefly define bilingual education.

   Provision of education to students in their native tongue, simultaneous to their learning the English language.

9. Briefly define ethnic.

   Of, belinging to , or distinctive of a particular racial, cultural, or language division of mankind or a subdivision marked by common language or customs.

10. The court case Brown vs. The Topeka Board of Education eliminated segregation in the public schools.

11. Why do Blacks score higher on the B.I.T.C.H.?

    Because the B.I.T.C.H. is a black language and culture-based test and they are not at a disadvantage with this test.

12. Why is language assessment important?

    The screening process should be done in the language of the child. Therefore, one must first find out the child's reference language.

13. Define non-biased assessment.

    Refers not to tests but the manner in which the tests are used. These procedures include: (1) applying a quota formula to special education placement decisions, (2) informed consent and due process with parent options to appeal decisions, (3) multidisciplinary teams, (4) focus on the observable outcomes of assessment and interventions insuring that growth is the product, (5) emphasis on the assessment of observable behaviors rather than internal causes, (6) suitable resources in the form of varied and effective placement options designed to teach the children placed in them. The answer must include 2 of the above as part of the definition.

14. The concern over testing bias as a contributor to the over-representation problems has centered primarily on :
(b) the tester

15. The primary impact of non-standard English speakers in the United States schools appears to be the result of immigration of foreign language speakers into the U.S.

16. The most recent example of non-English speaking are the Haitian, Cuban, and Asian refugees.

17. A second language impact on education is:
(d) the dialect of English speakers

18. A third impact of language on special education occurs with children who:
(a) do not develop language, (b) are language delayed, (c) suffer from a hearing disability.

19. The direct instruction programs are designed using 5 steps. What are those 5 steps?
(1) performance objectives, (2) analysis of tasks, (3) constituant concepts-tryout and refinement, (4) programming, and (5) evaluation.

20. The direct instruction and incidental teaching methods are applicable to which of the following problems?
(e) all of the above.

21. One of the major theories applied to the learning styles of handicapped children has been that of sensory modalities.

22. Four mechanisms by which organisms recognize and make sense out of sensory stimulation have been discussed in this unit. These are: auditory, visual, tactile and kinesthetic.

23. Teaching and the design of instruction begins with:
(b) educational diagnosis

24. Some of the most exciting results teaching low-income and disadvantaged students has been:
(b) Follow-Through Project

25. According to "opportunity to respond" the lack of opportunity is the key factor which explains the differential academic performance of minority group children.

26. As a rule an instructional material should be selected because of: its potential value for helping a teacher achieve a specified objective for a specific pupil.

27. List at least 3 considerations important when selecting materials to be used with the minority handicapped population.
(a) is content interesting
(b) accurate in minority representation
(c) appreciative of individual/group differences
(d) is material current
(e) is material accurate
(f) is material relevant
(g) free of stereotyping
(h) does format show good taste
(i) multicultural authenticity
(j) is there evidence of sensitivity
(k) balanced treatment of minority group

28. Define I.E.P.

A written statement including documentation of decisions reached about assigned skills, objectives, content, implementation, and evaluation of student's educational program.

29. The law requires certain components to be included in an I.E.P. Name 4 of these.

(a) statement of student's present level of educational performance

(b) annual goals describing educational performance to be achieved and short term measurable instructional objectives

(c) statement of specific educational services needed

(d) description of extent to which student will participate in regular program

(e) date services begin and length of services

(f) list of individuals responsible for implementation

(g) criteria and procedures for review

30. Determining level of performance through appropriate assessment, team members familiar with students language and cultural background, parents included in the process, and instructional strategies and materials that are culturally relevant, are all considerations that can be included in the:

(b) I.E.P. process

31. What is a prosthetic device?

A prosthetic is an artificial limb or device which helps the individual compensate for his/her handicap.

32. Briefly define "self-fulfilling prophecy".

As used here, this refers to a teacher's expectations of a student. Teachers' attitudes will be transmitted to the student effecting his/her performance.

33. Briefly describe two barriers which are often encountered in the vocational setting by the minority handicapped person.

(a) because of handicap; may have limited skills

(b) potential employers may hold prejudicial stereotypes of minorities

(c) special education certificates may carry stigma

(d) student may not be able to complete application form

34. List three techniques the teacher can do in class to help the minority handicapped student develop a positive concept.

(a) present lessons on various cultures

(b) relay stories of prominent and/or successful minority or handicapped persons.

(c) let child know you are confident of his/her abilities

(d) graph child's success

(e) give positive feedback

35. List three methods for increasing employment opportunities for the minority handicapped student.

(a) career education

(b) vocational training of specific skills

(c) teach completion of standardized application forms

(d) teach related community and social skills

36. Briefly define "least restrictive environment" as the term is used in P.L. 94-142.

An environment that will allow the handicapped to function as independently as possible within the larger community, while providing necessary supports.

37. List three people who should be involved in the I.E.P. meeting.

(a) teacher

(b) parent

(c) counselor

(d) administrator

(e) supportive personnel (e.g., speech therapist, nurse)

38. What is the I.E.P., provided for by P.L. 94-142?

Individualized education plan, which must state current status; short and long term objectives for each special needs child.

39. When appropriate public school programs are not available to special needs students, tuition grant programs provide public monies to pay for private education programs. Briefly describe a problem which may be encountered under this system.

(a) There is the possible existence of discrimination against the poor.

(b) There may not be enough funds to cover all expenses.

40. Functional exclusion refers to a current program which is inadequate or unresponsible to the student's needs; as a result the student does not benefit.

41. SAC refers to Student Adjustment Center, a Kansas City School District alternative to suspension.

42. List 2 factors that are common to the ethnic groups listed in the chapter.

(a) extended family

(b) family care for the handicapped individual

(c) minority group

43. Is it easy to change a person's attitude about a given idea?

(b) No

44. List 3 issues requiring teacher and community awareness.

(a) discrimination and the handicapped

(b) laws

(c) schools (education)

(d) housing

(e) mass media

(f) agencies

45. List 3 ways mentioned in the chapter that would show signs (behavior) of awareness.

(a) vote on issues that will benefit the handicapped

(b) favor mainstreaming and seek out ways they could aid their community and school

(c) be in favor of and support the use of group homes

(d) do volunteer work in a setting for handicapped individuals

(e) support the removal of barriers within their community, city, and state.

46. List 5 reasons why people do not utilize existing community service agencies.

(a) lack of knowledge about available services, including referral and appeals processes

(b) feelings of hopelessness about handicapping conditions

(c) lack of knowledge about the potential of individuals with handicapping conditions

(d) agencies not located in their immediate community

(e) fees are too high

(f) can not take time off from work

(g) transportation

(h) need an interpretor

47. The major teacher education accrediting organization in the U.S. is NCATE - National Council for Accreditation of Teacher Education.

48. Bessant-Byrd (1981) suggests 6 teacher competencies necessary for teachers of minority handicapped children. List 3 of these competencies.

Bessant-Byrd (1981) reference (P. 4 Training Chapter)

49. Define "Melting pot concept".

Diverse population is melted down into a single race with similar patterns, values, life styles, and cultural patterns.

50. The Multicultural Special Education Project at the University of Kansas undertook the task of:

(d) assessing multicultural factors in the Special Education curricula through analysis of course outlines and readings.

Minority Issues in the Education of Handicapped Children

Instruction: This is a multiple choice and short answer exam; complete each item accordingly. There are 2 points for each item.

POST TEST

Name:_____School_____Date:_____

Score:_____Correct:_____Percent:_____ Instructor:_____

1. List 4 minority issues in Special Education.

2. Probably the most widely reported and politically sensitive concern in education of minority children is _____.

3. The major areas in which discrimination is a problem are:
   (a)
   (b)
   (c)

4. List 2 concerns in the area of assessment that directly relate to minority children.
   (a)
   (b)

5. Briefly define the "self-fulfilling prophecy".

6. Severely and profoundly impaired students were often excluded from public education services prior to the passage of _____ in 1975.

7. The child who has difficulty with articulation, voice control, or speech fluency is experiencing a _____.

8. The major reason for recent Cuban immigration to the United States has been:

   (a) poor economic and living conditions in Cuba

   (b) reunification with family members

   (c) political motivation

   (d) educational opportunities

9. Briefly define race.

10. From the list below, choose the least restrictive setting in which the special needs child can receive an education.

    (a) self-contained classroom

    (b) resource room

    (c) transition room

    (d) separate school class

11. Define pluralistic assessment.

12. List 3 provisions of P.L. 94-142.

    (a)

    (b)

    (c)

13. A means of measuring all students with the intent of noting a few who may benefit from more thorough assessment. _____.

(a) referral

(b) problem identification/definition

(c) screening

(d) placement

14. _____ _____ _____rely on lists of specific behaviors/competencies against which the child is assessed.

(a) Adaptive behavior measurement

(b) Language assessment testing

(c) Standardized test measurement

(d) Criterion referenced testing

15. SOMPA system of Multicultural Pluralistic Assessment is one example of _____.

16. The current legal procedures that apply to assessment and placement of other language speakers was decided in _____vs._____.

17. _____teaching is a method of allowing students to practice language use in the classroom setting through teaching procedures that ask for elaboration.

18. Direct instruction focuses on teaching_____objectives.

19. The Ann Arbor decision was intended to change teachers attitudes about _____ and their teaching of reading.

20. A person who speaks Black English is believed to be:

(a) mono-lingual

(b) semi-lingual

(c) bilingual/bicultural

(d) non-standard English speaker

(e) speaking pidgin English.

21. Some examples of format are _____,_____,_____, and_____.

22. Curriculum can be examined in terms of its content, which would include _____, _____, _____, and _____.

23. Learning styles have been defined in terms of _____ and _____ patterns of classroom behavior.

24. Some common characteristics of minority (culturally/linguistically different) students have included:

    (a) non-fluency

    (b) fore-shortened utterances

    (c) simplified syntax

    (d) short utterance length

    (e) all of the above

    (f) (b through e)

25. The Direct Instruction approach in reading, mathematics, and language has included many structured features. Three of these are _____, _____, and _____.

26. The minority handicapped child has problems two-fold. Briefly explain what is meant by this.

27. In the role of a facilitator, the teacher will:

    (a)

    (b)

    (c)

28. According to results of the Follow-Through Project (Becker).....

    (a) the handicapping condition and the specific cultural difference will determine the teachers direction in instruction

    (b) building increased opportunities to respond into the curriculum

is an important factor

(c) the disadvantaged student, to catch up, must be taught more in the time available

(d) when the needs of the culturally different handicapped child are overlooked, problems are created.

29. List three ways a monocultural education might devalue a minority handicapped child's cultural background.

(a)

(b)

(c)

30. Certain populations necessitate that existing curriculum be modified or adapted. Examples might be:

(a)

(b)

(c)

31. List 3 variables which may contribute to a teacher's distorted perception of a minority handicapped student.

(a)

(b)

(c)

32. What is the major barrier to education encountered by handicapped and culturally different children?

33. The term culture is used to describe many aspects of a persons background; describe two such aspects.

34. A culture which has traditionally stressed the importance of contributing to the group as opposed to personal achievement is:
    (a) Mexican
    (b) Chinese
    (c) American Indian
    (d) Japanese

35. Briefly describe two disadvantages in labeling a child.
    (a)
    (b)

36. Briefly define normalization.

37. In compliance with _____, the Kansas City Public School District of Missouri has evaluated its schools and scheduled all necessary changes in order to eliminate architectural barriers.

38. Each year, local school districts must _____, _____, and _____ all handicapped children living within their district.

39. Give two reasons why it is inappropriate and inadequate to rely on voluntary program enrollment of special needs students by parents.
    (a)
    (b)

40. In the past, minorities have been disproportionately placed in classes for the mentally retarded. While this situation has improved, there is some evidence to suggest that today Blacks are over represented in classes for the _____.

41. All the following statements are true about American Indians except for one ; find that one.

    (a) many children tend to learn English as a second language

    (b) time is an important factor in their lifestyle

    (c) may use shorter sentences and omit adjectives

    (d) after Indian students have met with continual failure, they tend to drop out of school

42. Children who have a physical or emotional handicap and are also a minority are really a double minority.

    (a) True

    (b) False

43. "Little Tokyo" is :

    (a) a city in Japan

    (b) a Japanese ghetto in America

    (c) a Japanese wrestler

    (d) a Japanese restaurant

44. Define discrimination.

45. Objectives for awareness training should be:

    (a)

    (b)

    (c)

46. List 3 ways a principal might inservice his staff on multicultural issues.

    (a)

    (b)

    (c)

47. More training institutions are insisting that their student teachers are placed in multicultural urban settings to _____

    _____

    _____.

48. A specific reason that makes multicultural training for teachers a must is:

    (a) new multicultural programs

    (b) increasing numbers of minorities in public schools

    (c) P.L. 94-142

    (d) more teachers entering field from minority groups

49. The earliest training programs that attempted to address cultural/ethnic differences developed: (mark all possible answers)

    (a) as a result of specific needs in a specific geographic area

    (b) as a result of P.L. 94-142

    (c) as a result of civil rights movements

    (d) as a result of the Lau vs. Nichols decision

50. The Multicultural Project publication "Mainstreaming a Multicultural Concept Into Special Education, Guidelines for Special Education

Trainers" includes: (mark all possible answers)

(a) a process for analyzing current curricula

(b) a workshop model for analysis and establishing departmental goals

(c) a design for a course emphasizing multicultural factors

(d) a rationale for multicultural education

Minority Issues in the Education of Handicapped Children

POST TEST - - ANSWER KEY

1. List 4 minority issues in Special Education.

   Assessment, curriculum, language, policies, barriers, training of staff, community, ethnic/culture.

2. Probably the most widely reported and politically sensitive concern in education of minority children is_____.

   Assessment

3. The major areas in which discrimination is a problem are:

   (a) housing (b) employment (c) education

4. List 2 concerns in the area of assessment that directly relate to minority children.

   (a) minority children are over represented in special education classes

   (b) special education labels are stigmatizing and effect students' self image

   (c) assessment practices have been biased against children from minority cultures

5. Briefly define the "self-fulfilling prophesy.

   Teacher expectations based on labels can be transmitted to students and effect their academic performance and behavior.

6. Severely and profoundly impaired students were often excluded from public education services prior to the passage of_____in 1975.

   P.L. 94-142

7. The child who has difficulty with articulation, voice control, or speech fluency is experiencing a _____.

   speech disorder

8. The major reason for recent Cuban immigration to the United States has been:

   (c) political motivation

9. Briefly define race.

   One of the major zoological subdivisions of mankind, regarded as having a common origin and exhibiting a relatively constant set of genetically determined physical traits.

10. From the list below, choose the least restrictive setting in which the special needs child can receive an education.

    (b) resource room

11. Define pluralistic assessment.

    A procedure for integrating data on a child's social functioning. An individual is mentally retarded if both his/her intellectual functioning, and social funtioning (social adaptability) are sub-normal.

12. List 3 provisions of P.L. 94-142.

    (a) Material and procedures used for assessment not be racial or culturally discrimatory.

    (b) A full evaluation of the child's needs is conducted prior to placement.

    (c) Tests and evaluations be administered in the child's native tongue or other mode of communication.

    (d) Tests and evaluations have been validated for the uses in which they are to provide information.

    (e) Administration by trained personnel using proper procedures.

    (f) Assessments must address specific areas of need or disability and not be solely for general ability.

    (g) No single procedure is to be used as a sole criterion.

(h) Evaluation is to be made by an interdisciplinary team including one teacher and one parent.

(i) Assessment is made in all related areas.

(j) Placement decisions will draw on multiple sources of information.

(k) Decisions will be made by a group interpreting the data.

(l) Placement must be in the least restrictive setting.

(m) An Individual Education Plan (IEP) is prepared.

(n) The IEP is reviewed annually.

(o) A major evaluation is made every three years to review placement.

13. A means of measuring all students with the intent of noting a few who may benefit from more thorough assessment.

(c) screening

14. _____rely on lists of specific behaviors/ competencies against which the child is assesed.

(d) Criterion referenced testing

15. SOMPA system of Multicultural Pluralistic Assessment is one example of:

adaptive behavior measurement

16. The current legal procedures that apply to assessment and placement of other language speakers was decided in _____vs. _____.

Lau vs. Nichols

17. _____teaching is a method of allowing students to practice language use in the classroom setting through teaching procedures that ask for elaboration.

Incidental

18. Direct instruction focuses on teaching _____objectives.

specific

19. The Ann Arbor decision was intended to change teachers attitudes about _____and_____in their teaching of reading.

programming evaluation

20. A person who speaks Black English is believed to be:

(d) non-standard English speaker

21. Some examples of format are _____,_____,_____,_____,_____,

practice, praise, rate of presentation, review, task types

22. Curriculum can be examined in terms of its content, which would include _____,_____,_____,_____.

behavior to be taught, social context, situations, and examples by which it is taught.

23. Learning styles have been defined in terms of_____ and_____ patterns of classroom behavior.

observable and distinctive

24. Some common characteristics of minority (culturally/linguistically different) students have included:

(f) (b through e)

25. The Direct Instruction approach in reading, mathematics and language has included many structured features. Three of these are scripted lessons for teachers, task analysis and programming, unit mastery requirement, practice and group responding, signals for student response, small group instruction, positive reinforcement, consistent allocation of learning time, and academic responding.

26. The minority handicapped child has problems two-fold. Briefly explain what is meant by this.

Problems that mean learning to cope with specific handicapping conditions as well as the additional differentness of being a minority coping

in own environment as well as mainstream.

27. In the role of a facilitator, the teacher will:

(a) promote change

(b) give information

(c) engage in multicultural teaching

28. According to results of the Follow-Through Project (Becker).....

(c) the disadvantaged student ,to catch up ,must be taught more in the time available

29. List three ways a monocultural education might devalue a minority handicapped child's cultural background.

(a) provides few realistic and successful role models

(b) forcing majority values on minority children

(c) forcing to respond in language and thought that may be foreign

(d) denying minority/ethnic children exposure to significant minority roles in history

(e) confusion on whose values are right and acceptable

(f) providing no natural learning settings congruent with child's experience

30. Certain populations necessitate that existing curriculum be modified or adapted. Examples might be:

(a) bilingual populations

(b) low-socio economic (poverty) populations

(c) ethnic populations

31. List 3 variables which may contribute to a teacher's distorted perception of a minority handicapped student.

(a) teachers lack of understanding of other cultures

(b) child's different language pattern

(c) child's unresponsiveness to teaching materials

(d) students low achievement

32. What is the major barrier to education encountered by handicapped and culturally different children?

Language difficulties

33. The term culture is used to describe many aspects of a person's background; describe two such aspects.

(a) patterns of communication

(b) use of symbols

(c) value systems

(d) manner of dressing, eating, etc.

34. A culture which has traditionally stressed the importance of contributing to the group as opposed to personal achievement is:

(c) American Indian

35. Briefly describe two disadvantages in labeling a child.

(a) labels imply certain connotations to peers

(b) labels do not help to determine remediation services

(c) labels may produce additional burden

(d) labels may increase individuals poor self-concept

36. Briefly define normalization.

The proposition that handicapped persons should live and be treated as nonhandicapped persons as much as possible.

37. In compliance with _____, the Kansas City Public School Distric of Missouri has evaluated its schools and scheduled all necessary changes in order to eliminate architectural barriers.

Sec. 504 of the Rehabilitation Act of 1973

38. Each year, local school districts must _____, _____, and _____

all handicapped children living within their district.

identify, locate, and evaluate

39. Give two reasons why it is inappropriate and inadequate to rely on voluntary program enrollment of special needs students by parents.

(a) parents may not be aware of child's special needs

(b) parents may not be aware of forms of assistance

(c) parents may not be cognizant of child's chronic health problems

40. In the past, minorities have been disproportionately placed in classes for the mentally retarded. While this situation has improved, there is some evidence to suggest that today Blacks are over represented in classes for the _____.

learning disabled

41. All the following statements are true about American Indians except for one; find that one.

(b) time is an important factor in their lifestyle

42. Children who have physical or emotional handicap and are also a minority are really a double minority.

(a) true

43. "Little Tokyo"is:

(b) a Japanese ghetto in America

44. Define discrimination.

The act of systematically favoring one group over another.

45. Objectives for awareness training should be:

(a) positive aspects of the handicapped population

(b) prevention

(c) problems that the handicapped need help in overcoming

(d) appreciation of differences

46. List 3 ways a principal might inservice his staff on multicultural issues.

(a) handouts (b) faculty meetings (c) workshops (d) filmstrips

47. More training institutions are insisting that their student teachers are placed in multicultural urban settings to _____.

develop opportunities to apply those skills that will generalize to potential work settings.

48. A specific reason that makes multicultural training for teachers a must is:

(b) increasing numbers of minorities in public schools

49. The earliest training programs that attempted to address cultural/ethnic differences developed: (mark all possible answers)

(a) as a result of specific needs in a specific geographic area

(c) as a result of civil rights movements

50. The Multicultural Project publication "Mainstreaming a Multicultural Concepts Into Special Education, Guidelines for Special Education Trainers" includes: (mark all possible answers)

(a) process for analyzing current curricula

(b) a workshop model for analysis and establishing departmental goals

(d) a rationale for multicultural education

Student's Survey for Minority Issues

Instructions: This survey can be completed by having the student read the items and complete the survey him/herself. This is most effectively done in a group or classwide administration. The survey can also be given individually with the administrator reading the items and marking the response given by the child.

The first 20 questions are facts about minority issues and demonstrate the student's current knowledge in the area. This section reflects the extent to which multicultural content has been included in the classroom.

The last 5 questions are student adjustment questions and reflect the student's views concerning teacher curriculum, student relations and satisfaction.

Scoring Instructions:

Minority Issues Facts: Each item is worth four points with a maximum of 100 points (see the Answer Key).

Student Adjustment: To find the total score average the five values marked for each question. Averages above 4 indicate above average satisfaction. Below 4 indicates lower than average satisfaction.

Student Survey (K-3)

Teacher:_____ Student:_____

Date:_____ Age:_____

Facts Score:_____ Satisfaction Score:_____

Pre Survey:_____ or Post Survey:_____

1. Have you ever played with a little boy or girl who is in a wheelchair?

   Yes_____ No_____

2. Can you say hello in another language?

   Yes_____ No_____

3. My teacher teaches about different peoples, their lives, and abilities.

   Yes_____ No_____

4. A blind person can learn to read.

   Yes_____ No_____

5. Are there any handicapped children in your class? Yes_____ No_____

   In your school? Yes_____ No_____

6. Are all handicapped people retarded?

   Yes_____ No_____

7. Do you play after school with any of the other children in your class?

   Yes_____ No_____

8. Can handicapped children play in school sports?

   Yes_____ No_____

9. English is one language, what is another language?

   Yes_____ No_____

10. The United States is one country, name another country.

---

1. My teacher lets me share things in class that are important to me.

1	2	3	4	5	6	7
Never			Sometimes			Always

2. The books I have in school contain people who have the same background as I do.

1	2	3	4	5	6	7
Never			Sometimes			Always

3. My teacher cares about me.

1	2	3	4	5	6	7
Never			Sometimes			Always

4. My teacher cares about my family.

1	2	3	4	5	6	7
Never			Sometimes			Always

5. My teacher takes time to listen to my feelings.

1	2	3	4	5	6	7
Never			Sometimes			Always

Student Survey (4-6)

Teacher: _____ Student: _____

Date: _____ Age: _____

Facts Score: _____ Satisfaction Score: _____

Pre Survey _____ or Post Survey _____

1. We have learned about different cultures and minority groups in this class. _____ Yes _____ No
2. Can you say hello in another language? Yes_____ No_____
3. Are handicapped persons included in your school books or lesson materials? _____Yes _____ No
4. What is a culture? _____
5. What is a minority group? _____
6. My teacher teaches about different peoples, their lives, and abilities. _____Yes _____No
7. Name three ethnic groups. (a) _____ (b) _____ (c) _____
8. The best way to indicate a fire drill to a deaf student would be to : (Mark one)

   ____(a) Have a very loud fire drill signal

   ____(b) Install lights in the classroom and hallways which flash on and off.
9. A blind student can learn to read. _____Yes _____No
10. Do you share a class with a handicapped student? _____Yes _____No
11. All handicapped persons are retarded. _____Yes _____No
12. What is your ethnic background? _____

13. Have you had a handicapped guest speaker talk to your class?

_____Yes _____No

14. What does it mean to discriminate against someone? _____

_____

15. What are boat people? What country do they come from? _____

_____

16. Is it possible for handicapped persons to participate in school sports? _____Yes _____No

17. Can a deaf person learn to speak? _____Yes _____No

18. Could a boy in a wheelchair learn to ride an elevator by himself?

_____Yes _____No

19. What is language?_____

20. What does it mean to be bilingual? _____

---

1. My teacher lets me share things in class that are important to me.

1	2	3	4	5	6	7
Never			Sometimes			Always

2. The books I have in school contain people of my race and ethnic background.

1	2	3	4	5	6	7

3. My teacher cares about me.

1	2	3	4	5	6	7

4. My teacher cares about my family.

1	2	3	4	5		7

5. My teacher takes time to listen to my feelings.

1	2	3	4	5	6	7
Never			Sometimes			Always

Student Survey Answer Key

Note: Only a portion of the items on this survey have exact answers. Those that do follow:

4. Culture is the sum total of the attainments and learned behavior patterns of any specific race of people regarded as expressing a traditional way of life.
5. A minority group is a racial, religious, political or national group smaller than, and usually different in some ways from the larger group of which it is a part.
6. These names of ethnic groups should refer to either racial, cultural or religious groups i.e. Blacks, Hispanic, American Indians, Jews, Baptists, etc.
8. B
9. Yes, using Braille.
11. No
14. It means to be prejudiced. Discriminated persons are treated differently based upon beliefs and feelings, rather than being based upon true merit.
15. Boat people are Vietnamese or Cubans or Haitians, who have escaped their country in an attempt to travel to non-hostile lands or to the United States.
16. Yes
17. Yes
18. Yes
19. Language is a systematic means for communicating using words, sounds, symbols, gestures, etc. French, English, Spanish are oral and written languages. American Sign Language is made up of gestures used by deaf students.
20. A bilingual person speaks two languages.

Chapter Mastery Exams

Instructions: Please notice that quizzes contain ten questions and some contain eleven. Instruct your trainees to only respond to ten of the questions. On those with eleven questions they may exclude one question.

Chapter I - Introduction

Unit Quiz

1. Probably the most widely reported and politically sensitive concern in education of minority children is_____.

2. List 2 concerns in the area of assessment that directly relate to minority children.
   (a)
   (b)

3. Briefly define the "self-fulfilling prophesy".

4. The precedent of equal opportunity in education and end of segration in schools was established by:
   (a) P.L. 94-142
   (b) Lau vs. Nichols
   (c) Brown vs. Board of Education

5. Briefly define "mainstreaming".

6. List 4 minority issues in Special Education

7. In the area of school policies, 2 minority concerns are:
   (1)
   (2)

8. Committee members rated _____as the issue area of greatest importance.

9. The major areas in which discrimination is a problem are:
   (1)
   (2)
   (3)

10. The MIIP consulting committee was comprised of persons representing_____.

Chapter I - Introduction Answer Key

Unit Quiz

1. Probably the most widely reported and politically sensitive concern in education of minority children is Assessment.

2. List 2 concerns in the area of assessment that directly relate to minority children.
   (a) Minority children are over represented in special education classes.
   (b) Special education labels are stigmatizing and effect students' self-image.
   (c) Assessment practices have been biased against children from minority cultures.

3. Briefly define the "self-fulfilling prophesy".
   Teacher expectations based on labels can be transmitted to students and effect their academic performance and behavior.

4. The precedent of equal opportunity in education and end of segration in schools was established by:
   (c) Brown vs. Board of Education

5. Briefly define "mainstreaming".
   The concept of integrating handicapped persons into the normal school program.

6. List 4 minority issues in Special Education.
   Assessment, curriculum, language, policies, barriers, training of staff, community, ethnic/culture.

7. In the area of school policies, 2 minority concerns are:
   (1) Suspension (2) Participation in athletic and social activities
   (3) Grading policies

8. Committee members rated Language as the issue area of greatest importance.

9. The major areas in which discrimination is a problem are: (1) Housing (2) Employment (3) Education.

10. The MIIP consulting committee was comprised of persons representing both minority and handicapped populations.

Chapter II - Minority & Handicapped Children in One Urban School District

Unit Quiz

1. Briefly define Pluralism.

2. Severely and profoundly impaired students were often excluded from public education services prior to the passage of _____ in 1975.

3. The child who has difficulty with articulation, voice control, or speech fluency is experiencing a _____.

4. The major reason for recent Cuban immigration to the United States has been:
   (a) poor economic & living conditions in Cuba
   (b) reunification with family members
   (c) political motivation
   (d) educational opportunities

5. Hmong is a dialect spoken by the:
   (a) Chinese
   (b) Japanese
   (c) Korean
   (d) Laotions

6. Briefly define race.

7. From the list below, choose the least restrictive setting in which the special needs child can receive an education.
   (1) self-contained classroom
   (2) resource room
   (3) transition room
   (4) separate school class

8. Briefly define bilingual education.

9. The blind, cerebral palsied child whose family speaks Spanish (living in the Kansas City area) is best described by the term_____
_____.

10. Briefly define ethnic.

11. The court case Brown vs. The Topeka Board of Education eliminated _____in the public schools.

Chapter II - Minority & Handicapped Children in One Urban School District

Answer Key

Unit Quiz

1. Briefly define Pluralism.--A Social condition in which dispariate religious, ethnic, and racial groups are geographically intermingled and united in a single nation.
2. Severely and profoundly impaired students were often excluded from public education services prior to the passage of P.L. 94-142 in 1975.
3. The child who has difficulty with articulation, voice control, or speech fluency is experiencing a speech disorder.
4. The major reason for recent Cuban immigration to the United States has been: (c) political motivation
5. Homong is a dialect spokent by the: (d) Laotions
6. Briefly define race.--One of the major zoological subdivisions of mankind, regarded as having a common origin and exhibiting a relatively constant set of genetically determined physical traits.
7. From the list below, choose the least restrictive setting in which the special needs child can receive an education. (2) resource room
8. Briefly define bilingual education.--Provision of education to students in their native tongue, simultaneous to their learning the English language.
9. The blind, cerebral palsied child whose family speaks Spanish (living in the Kansas City area) is best described by the term multiply handicapped.
10. Briefly define ethnic.--Of, belonging to, or distinctive of a particular racial, cultural, or language division of mankind or a subdivision marked by common language or customs.
11. The court case Brown vs. The Topeka Board of Education eliminated segregation in the public schools.

Chapter III - Assessment Issues

Unit Quiz

1. A means of measuring all students with the intent of noting a few who may benefit from more thorough assessment
   (a) referral
   (b) problem identification/definition
   (c) screening
   (d) placement

2. The concern over testing bias as a contributor to the over-representation problems has centered primarily on.
   (a) the items selected for inclusion in tests
   (b) the tester
   (c) the standardization sample used in norming the tests
   (d) the test's validation procedures

   One of the above does not belong. Find that one.

3. Define pluralistic assessment.

4. List 3 provisions of P.L. 94-142.

5. Define non-biased assessment.

6. _____ _____ _____ rely on lists of specific behaviors/competencies against which the child is assessed.
   (a) Adaptive behavior measurement
   (b) Language assessment testing
   (c) Standardized test measurement
   (d) Criterion referenced testing

7. SOMPA system of Multicultural Pluralistic Assessment is one example of _____ _____ _____.

8. Why do Blacks score higher on the BITCH?

9. Why is language assessment important?

10. What is the essential difference between norm referenced and criterion referenced tests?

Chapter III - Assessment Issues Answer Key

Unit Quiz

1. A means of measuring all students with the intent of noting a few who may benefit from more thorough assessment. (c) screening

2. The concern over testing bias as a contributor to the over-representation problems has centered primarily on. (b) the tester

3. Define pluralistic assessment.--A procedure for integrating data on a child's social functioning. An individual is mentally retarded if both his/her intellectual functioning, and social functioning (social adaptability) are sub-normal.

4. List 3 provisions of P.L. 94-142.
   (a) Material and procedures used for assessment not be racially or culturally discrimatory.
   (b) A full evaluation of the child's needs is conducted prior to placement.
   (c) Tests and evaluations be administered in the child's native tongue or other mode of communication.
   (d) Tests and evaluations have been validated for the uses in which they are to provide information.
   (e) Administration by trained personnel using proper procedures.
   (f) Assessments must address specific areas of need or disability and not be solely for general ability.
   (g) No single procedure is to be used as a sole criterion.
   (h) Evaluation is to be made by an interdisciplinary team including one teacher and one parent.
   (i) Assessment is made in all related areas.
   (j) Placement decisions will draw on multiple sources of information.
   (k) Decisions will be made by a group interpreting the data.
   (l) Placement must be in the least restrictive setting.
   (m) An Individual Education Plan (IEP) is prepared.
   (n) The IEP is reviewed annually.
   (o) A major evaluation is made every three years to review placement.

5. Define non-biased assessment.--Refers not to tests but the manner in which the tests are used. These procedures include (1) applying a quota formula to special education placement decisions, (2) informed consent and due process with parent options to appeal decisions, (3) multidisciplinary teams, (4) focus on the observable outcomes of assessment and interventions insuring that growth is the product, (5) emphasis on the assessment of observable behaviors rather than internal causes, (6) suitable resources in the form of varied and effective placement options designed to teach the children placed in them. The answer must include 2 of the above as part of the definition.

6. (d) Criterion referenced testing rely on lists of specific behaviors/ competencies against which the child is assessed.

7. SOMPA system of Multicultural Pluralistic Assessment is one example of adaptive behavior measurement.

8. Why do Blacks score higher on the BITCH?--Because the BITCH is a black language and culture-based test and they are not at a disadvantage with this test.

9. Why is language assessment important?--The screening process should be done in the language of the child. Therefore, one must first find out the child's reference language.

10. Norm vs. mastery of skills as the criterion for performance. Normed test rarely sample exactly what the child has been taught versus criterion referenced tests are based upon the instructional objectives. Criterion referenced tests assess skills the student has had the opportunity to learn.

Chapter IV - Language Issues

Unit Quiz

1. The primary impact of non-standard English speakers in the United States schools appears to be the result of_____of_____ _____ _____into the U.S.

2. The most recent example of non-English speaking are the _____, _____, and _____.

3. A second language impact on education is:
   (a) economics
   (b) war
   (c) slavery
   (d) the dialect of English speakers
   (e) politics
   (f) language/culture

4. A third impact of language on special education occurs with children who
   (a) do not develop language
   (b) are language delayed
   (c) suffer from a hearing disability
   (d) developmentally disabled
   (e) _____, _____, _____
   (f) non-speakers

5. The current legal procedures that apply to assessment and placement of other language speakers was decided in _____vs._____.

6. _____teaching is a method of allowing students to practice language use in the classroom setting through teaching procedures that ask for elaboration.

7. Direct instruction focuses on teaching _____objectives.

8. The Direct instruction programs are designed using 5 steps. What are those 5 steps?

9. The Ann Arbor decision was intended to change teachers attitudes about _____ _____and their teaching of reading.

10. The direct instruction and incidental teaching methods are applicable to which of the following problems?
    (a) bilingual students
    (b) bicultural student
    (c) English as a second language
    (d) English as a first language
    (e) All of the above
    (f) _____, _____, and _____

11. A person who speaks Black English is believed to be:
    (a) mono-lingual
    (b) semi-lingual
    (c) bilingual/bicultural
    (d) non-standard English speaker .
    (e) speaking pidgin English

Chapter IV - Language Issues Answer Key

Unit Quiz

1. The primary impact of non-standard English speakers in the United States schools appears to be the result of immigration of foreign language speakers into the U.S.
2. The most recent example of non-English speaking are the Haitian, Cuban, and Asian refugees.
3. A second language impact on education is: (d) the dialect of English speakers
4. A third impact of language on special education occurs with children who
   (a) do not develop language
   (b) are language delayed
   (c) suffer from a hearing disability
5. The current legal procedures that apply to assessment and placement of ohter language speakers was decided in Lau vs. Nichols.
6. Incidental teaching is a method of allowing students to practice language use in the classroom setting through teaching procedures that ask for elaboration.
7. Direct instruction focuses on teaching specific objectives.
8. The Direct instruction programs are designed using 5 steps. What are those 5 steps?-- (1) performance objectives, (2) analysis of tasks, (3) constituant concepts-tryout and refinement, (4) programming, and (5) evaluation.
9. The Ann Arbor decision was intended to change teachers attitudes about programming and evaluation in their teaching of reading.
10. The direct instruction and incidental teaching methods are applicable to which of the following problems? (e) all of the above
11. A person who speaks Black English is believed to be: (d) non-standard English speaker

Chapter V - Learning Style Issues

Unit Quiz

1. Learning styles have been defined in terms of _____and_____ patterns of classroom behavior.

2. Some common characteristics of minority (culturally/linguistically different) students have included:
   (a) non-fluency
   (b) fore-shortened utterances
   (c) simplified syntax
   (d) short utterance length
   (e) all of the above
   (f) (b through e)

3. One of the major theories applied to the learning styles of handicapped children has been that of _____ _____.

4. Four mechanisms by which organisms recognize and make sense out of sensory stimulation have been discussed in this unit. These are:_____ _____, _____,_____, and _____.

5. Teaching and the design of instruction begins with:
   (a) learning styles
   (b) educational diagnosis
   (c) determination of materials
   (d) placement of children in instructional groups

6. Curriculum can be examined in terms of its content, which would include _____,_____, _____, and_____.

7. The formats of teaching are the arrangements of _____and _____that establish an academic response.

8. Some examples of format are _____,_____,_____ _____, and _____.

9. Some of the most exciting results teaching low-income and disadvantaged students has been:
   (a) Head Start Project
   (b) Follow-Through Project
   (c) Early Training Project

10. The Direct Instruction approach in reading, mathematics, and language has included many structured features. Three of these are _____, _____, and _____.

11. According to "opportunity to respond" _____ is the key factor which explains the differential academic performance of minority group children.

Chapter V - Learning Style Issues Answer Key

Unit Quiz

1. Learning styles have been defined in terms of observable and distinctive patterns of classroom behavior.
2. Some common characteristics of minority (culturally/linguistically different) students have included: (f) (b through e)
3. One of the major theories applied to the learning styles of handicapped children has been that of sensory modalities.
4. Four mechanisms by which organisms recognize and make sense out of sensory stimulation have been discussed in this unit. These are: auditory, visual, tactile and kinesthetic.
5. Teaching and the design of instruction begins with: (b) educational diagnosis
6. Curriculum can be examined in terms of its content, which would include behavior to be taught, social context, situations, and examples by which it is taught.
7. The formats of teaching are the arrangements of stimuli and reinforcement that establish an academic response.
8. Some examples of format are practice, praise, rate of presentation, review, and task types.
9. Some of the most exciting results teaching low-income and disadvantaged students has been: (b) Follow-Through Project
10. The Direct Instruction approach in reading, mathematics and language has included many structured features. Three of these are scripted lessons for teachers, task analysis and programming, unit mastery requirement, practice and group responding, signals for student response, small group instruction, positive reinforcement, consistent allocation of learning time, and academic responding.
11. According to "opportunity to respond" the lack of opportunity is the key factor which explains the differential academic performance of minority group children.

Chapter VI - Educational Objectives and Multicultural Curricula Issues

Unit Quiz

1. List three ways a monocultural education might devalue a minority handicapped child's cultural background
   (a)
   (b)
   (c)
2. Certain populations necessitate that existing curriculum be modified or adapted. Examples might be:
   (a)
   (b)
   (c)
3. Define multicultural education.
4. "As a rule an instructional material should be selected because of:
5. List at least 3 considerations important when selecting materials to be used with minority handicapped population.
   (a)
   (b)
   (c)
6. Define IEP.
7. The law requires certain components must be included in an IEP. Name 4 of these.
   (a)
   (b)
   (c)
   (d)

8. The minority handicapped child has problems two-fold. Briefly explain what is meant by this.

9. In the role of a facilitator, the teacher will:
   (a)
   (b)
   (c)

10. According to results of the Follow-Through Project (Becker).....
    (a) the handicapping condition and the specific cultural difference will determine the teachers direction in instruction
    (b) building increased opportunities to respond into the curriculum is an important factor
    (c) the disadvantaged student to catch up must be taught more in the time available
    (d) when the needs of the culturally different handicapped child are overlooked, problems are created

11. Determining level of performance through appropriate assessment, team members familar with students language and cultural background, parents included in the process, and instructional strategies and materials that are culturally relevant, are all considerations that can be included in the:
    (a) curriculum selection process
    (b) IEP process
    (c) materials selection process
    (d) regular conference

Chapter VI - Educational Objectives and Multiculutral Curricula Issues

Answer Key

Unit Quiz

1. List three ways a monocultural education might devalue a minority handicapped child's cultural background.
   (a) provides few realistic and successful role models
   (b) forcing majority values on minority children
   (c) forcing to respond in language and thought that may be foreign
   (d) denying minority/ethnic children exposure to significant minority roles in history
   (e) confusion on whose values are right and acceptable
   (f) providing no natural learning settings congruent with child's experience

2. Certain populations necessitate that existing curriculum be modified or adapted. Examples might be:
   (a) bilingual populations
   (b) low-socio economic (poverty) populations
   (c) ethnic populations

3. Define multicultural education.--Provides cross-cultural experiences through a curriculum that reflects values and living styles of a multicultural society, with goal of helping students develop skills to live and work in a society made up of many different cultures.

4. "As a rule an instructional material should be selected because of: its potential value for helping a teacher achieve a specified objective for a specific pupil.

5. List at least 3 considerations important when selecting materials to be used with minority handicapped population.
   (a) is content interesting
   (b) accurate in minority representation
   (c) appreciative of individual/group differences
   (d) is material current
   (e) is material accurate
   (f) is material relevant

(g) free of stereotyping
(h) does format show good taste
(i) multicultural authenticity
(j) is there evidence of sensitivity
(k) balanced treatment of minority group

6. Define IEP.--A written statement including documentation of decisions reached about assigned skills, objectives, content, implementation, and evaluation of students educational program.

7. The law requires certain components must be included in an IEP. Name 4 of these.
(a) statement of students present level of educational performance
(b) annual goals describing educational performance to be achieved and short term measurable instructional objectives
(c) statement of specific educational services needed
(d) description of extent to which student will participate in regular program
(e) date services begin and length of services
(f) list of individuals responsible for implementation
(g) criteria and procedures for review

8. The minority handicapped child has problems two-fold. Briefly explain what is meant by this.--Problems that mean learning to cope with specific handicapping conditiors as well as the additional differentness of being a minority coping in own environment as well as mainstream.

9. In the role of a facilitator, the teacher will:
(a) promote change
(b) give information
(c) engage in multicultural teaching

10. According to results of the Follow-Through Program (Becker).....
(c) the disadvantaged student to catch up must be taught more in the time available

11. Determining level of performance through appropriate assessment, team members familar with students language and cultural background.

parents included in the process, and instructional strategies and materials that are culturally relevant, are all considerations that can be included in the: (b) the IEP process

Chapter VII - Educational and Vocational Barriers Issues

Unit Quiz

1. The term culture is used to describe many aspects of a persons background; describe two such aspects.

2. A culture which has traditionally stressed the importance of contributing to the group as opposed to personal achievement is:
   (a) Mexican
   (b) Chinese
   (c) American Indian
   (d) Japanese

3. Briefly describe two disadvantages in labeling a child.

4. What is a prosthetic device?

5. What is the major barrier to education encountered by handicapped and culturally different children?

6. Briefly define "self-fulfilling prophecy".

7. List 3 variables which may contribute to a teacher's distorted perception of a minority handicapped student.

8. Briefly describe two barriers which are often encountered in the vocational setting by the minority handicapped person.

9. List three techniques the teacher can do in class to help the minority handicapped student develop a positive self-concept.

10. List three methods for increasing employment opportunities for the minority handicapped student.

11. How might a hearing impaired student be made aware of a fire drill?

Chapter VII - Educational and Vocational Barriers Issue Answer Key

Unit Quiz

1. The term culture is used to describe many aspects of a person's background; describe two such aspects.
   (a) patterns of communication
   (b) use of symbols
   (c) value systems
   (d) manner of dressing, eating, etc.

2. A culture which has traditionally stressed the importance of contributing to the group as opposed to personal achievement is:
   (c) American Indian

3. Briefly describe two disadvantages in labeling a child.
   (a) labels imply certain connotations to peers
   (b) labels do not help to determine remediation services
   (c) labels may produce additional burden
   (d) labels may increase individuals poor self-concept

4. What is a prosthetic device?--A prosthetic is an artificial limb or device which helps the individual compensate for his/her handicap.

5. What is the major barrier to education encountered by handicapped and culturally different children?--Language difficulties.

6. Briefly define "self-fulfilling prophecy".--As used here, this refers to a teachers expectations of a student; teachers attitudes will be transmitted to the student - effecting his/her performance.

7. List 3 variables which may contribute to a teacher's distorted perception of a minority handicapped student.
   (a) teachers lack of understanding of other cultures and handicaps
   (b) child's different language pattern
   (c) child's unresponsiveness to teaching materials
   (d) students low achievement

8. Briefly describe two barriers which are often encountered in the vocational setting by the minority handicapped person.

(a) because of handicap; may have limited skills
(b) potential employers may hold prejudicial stereotypes of minorities
(c) special education certificates may carry stigma
(d) student may not be able to complete application form

9. List three techniques the teacher can do in class to help the minority handicapped student develop a positive self-concept.
(a) present lessons on various cultures
(b) relay stories of prominent and/or successful minority or handicapped persons
(c) let child know you are confident of child's abilities
(d) graph child's success
(e) give positive feedback

10. List three methods for increasing employment opportunities for the minority handicapped student.
(a) career education
(b) vocational training of specific skills
(c) teach completion of standardized application forms
(d) teach related community and social skills

11. How might a hearing impaired student be made aware of a fire drill?
Lights mounted on classroom or hall walls could flash on and off.

Chapter VIII - School Policy Issues

Unit Quiz

1. Briefly define normalization.

2. In compliance with _____, the Kansas City Public School District of Missouri has evaluated its schools and scheduled all necessary changes in order to eliminate architectural barriers.

3. Briefly define least restrictive environment as the term is used in P.L. 94-142.

4. List three people who should be involved in the I.E.P. meeting.

5. What is the I.E.P., provided for by P.L. 94-142?

6. When appropriate public school programs are not available to special needs students, tuition grant programs provide public monies to pay for private education programs. Briefly describe a problem which may be encountered under this system.

7. Functional exclusion refers to _____ _____.

8. SAC refers to _____, a Kansas City School District alternative to _____.

9. Each year, local school districts must _____, _____, and _____ all handicapped children living within their district.

10. Give two reasons why it is inappropriate and inadequate to rely on voluntary program enrollment of special needs students by parents.

11. In the past, minorities have been disproportionately placed in classes for the mentally retarded. While this situation has improved, there is some evidence to suggest that today Blacks are over represented in classes for the _____.

Chapter VIII - School Policy Issues Answer Key

Unit Quiz

1. Briefly define normalization.--The proposition that handicapped persons should live and be treated as nonhandicapped persons as much as possible.

2. In compliance with Sec. 504 of the Rehabilitation Act of 1973, the Kansas City Public School District of Missouri has evaluated its schools and scheduled all necessary changes in order to eliminate architectural barriers.

3. Briefly define least restrictive environment as the term is used in P.L. 94-142.--An environment that will allow the handicapped to function as independently as possible within the larger community, while providing necessary supports.

4. List three people who should be involved in the I.E.P. meeting.--(1) teacher, (2) parent, (3) counselor, (4) administrator, (5) supportive personnel (e.g., speech, nurse).

5. What is the I.E.P., provided for by P.L. 94-142?--Individualized education plan, which must state current status, short and long term objectives for each special needs child.

6. When appropriate public school programs are not available to special needs students, tuition grant programs provide public monies to pay for private education programs. Briefly describe a problem which may be encountered under this system.
   (1) There is the possible existence of discrimination against the poor.
   (2) There may not be enough funds to cover all expenses.

7. Functional exclusion refers to a current program which is inadequate or unresponsibe to the students needs; as a result the student does not benefit.

8. SAC refers to Student Adjustment Center, a Kansas City School District alternative to suspension.

9. Each year, local school districts must identify, locate, and evaluate all handicapped children living within their district.

10. Give two reasons why it is inappropriate and inadequate to rely on voluntary program enrollment of special needs students by parents.
(1) parents may not be aware of child's special needs
(2) parents may not be aware of forms of assistance
(3) parents may not be cognizant of child's chronic health problems

11. In the past, minorities have been disproportionately placed in classed for the mentally retarded. While this situation has improved, there is some evidence to suggest that today Blacks are over represented in classes for the learning disabled.

Chapter IX - Community Awareness and Resources Issues

Unit Quiz

1. All the following statements are true about American Indians except for one, find that one.
   (a) Many children tend to learn English as a second language
   (b) time is an important factor in their lifestyle
   (c) may use shorter sentences and omit adjectives
   (d) after Indian students have met with continual failure, they tend to drop out of school

2. Children who have a physical or emotional handicap and are also a minority are really a double minority.
   (a) true
   (b) false

3. "Little Tokyo" is a:
   (a) a city in Japan
   (b) a Japanese ghetto in America
   (c) a Japanese wrestler
   (d) a Japanese restaurant

4. Define descrimination.

5. List 3 of the problems among Blacks today.
   (a)
   (b)
   (c)

6. List 2 factors that are common to the ethnic groups listed in the chapter.
   (a)
   (b)

7. Is it easy to change a persons attitude about a given idea?
   (a) Yes
   (b) No

8. List 3 issues requiring teacher and community awareness.
   (a)
   (b)
   (c)

9. List 3 ways mentioned in the chapter that would show signs (behavior) of awareness.
   (a)
   (b)
   (c)

10. Objectives for awareness training should be:
   (a)
   (b)
   (c)

11. List 5 reasons why people do not utilize existing community service agencies.
   (a)
   (b)
   (c)
   (d)
   (e)

Chapter IX - Community Awareness and Resources Issues Answer Key

Unit Quiz

1. All the following statements are true about American Indians except for one, find that one. (b) time is an important factor in their lifestyle

2. Children who have a physical or emotional handicap and are also a minority are really a double minority. (a) true

3. "Little Tokyo" is a: (b) a Japanese ghetto in America

4. Define descrimination.--The act of systematically favoring one group over another.

5. List 3 of the problems among Blacks today.
   (a) poverty
   (b) ignorance
   (c) disease
   (d) higher infant mortality
   (e) higher unemployment
   (f) poorer school attendance than white citizens
   (g) higher rate of physical and mental disability

6. List 2 factors that are common to the ethnic groups listed in the chapter.
   (a) extended family
   (b) family care for the handicapped individual
   (c) minority group

7. Is it easy to change a persons attitude about a given idea?
   (b) No

8. List 3 issues requiring teacher and community awareness.
   (a) discrimination and the handicapped
   (b) laws
   (c) schools (education)
   (d) housing
   (e) mass media
   (f) agencies

9. List 3 ways mentioned in the chapter that would show signs (behavior) of awareness.
   (a) vote on issues that will benefit the handicapped
   (b) favor mainstreaming and seek out ways they could aid their community and school
   (c) be in favor of and support the use of group homes
   (d) do volunteer work in a setting for handicapped irdividuals
   (e) support the removal of barriers within their community, city, and state

10. Objectives for awareness training should be:
   (a) positive aspects of the handicapped population
   (b) prevention
   (c) problems that the handicapped need help in overcoming
   (d) appreciation of differences

11. List 5 reasons why people do not utilize existing community service agencies.
   (a) lack of knowledge about available services, including referral and appeals processes
   (b) feelings of hopelessness about handicapping conditions
   (c) lack of knowledge about the potential of individuals with handicapping conditions
   (d) agencies not located in their immediate community
   (e) fees are too high
   (f) can not take time off from work
   (g) transportation
   (h) need an interpretor

Chapter X - Staff Training Issues

Unit Quiz

1. The major teacher education accrediting organization in the U.S. is _____.

2. Bessant-Byrd (1981) suggest 6 teacher competencies necessary for teachers of minority handicapped children. List 3 of these competencies.
   (a)
   (b)
   (c)

3. List 3 ways a principal might inservice his staff on multicultural issues.

4. Define "melting pot concept".

5. More training institutions are insisting that their student teachers are placed in multicultural urban settings to_____
   _____
   _____.

6. A specific reason that makes multicultural training for teachers a must is:
   (a) new multicultural programs
   (b) increasing numbers of minorities in public schools
   (c) P.L. 94-142
   (d) more teachers entering field from minority groups

7. The earliest training programs that attempted to address cultural/ethnic differences developed: (mark all possible answers)
   (a) as a result of specific needs in a specific geographic area
   (b) as a result of P.L. 94-142
   (c) as a result of civil rights movements
   (d) as a result of the Lau vs. Nichols decision

8. The Multicultural Special Education Project at the University of Kansas undertook the task of:
   (a) developing a multicultural component in the School of Education
   (b) preparing educators to develop bi-lingual programs
   (c) initiating urban field experiences for practice teachers
   (d) assessing multicultural factors in the Special Education curricula through analysis of course outlines and readings

9. The Multicultural Project publication "Mainstreaming a Multicultural Concepts Into Special Education, Guidelines for Special Education Trainers" includes: (mark all possible answers)
   (a) a process for analyzing current curricula
   (b) a workshop model for analysis and establishing departmental goals
   (c) a design for a course emphasizing multicultural factors
   (d) a rationale for multicultural education

10. List 2 experiences that should be included in training in multicultural education at the college level.

Chapter X - Staff Training Issues Answer Key

Unit Quiz

1. The major teacher education accrediting organization in the U.S is NCATE - National Council for Accreditation of Teacher Education.

2. Bessant-Byrd (1981) suggests 6 teacher competencies necessary for teachers of minority handicapped children. List 3 of these competencies. Bessant-Byrd (1981) reference (p. 4 Training Chapter)

3. List 3 ways a principal might inservice his staff on multicultural issues. (1) handouts, (2) faculty meetings, (3) workshops, (4) films, (5) materials displays

4. Define "melting pot concept".--Diverse population is melted down into a single race with similar patterns, values, life styles, and cultural patterns.

5. More training institutions are insisting that their student teachers are placed in multicultural urban settings to develop opportunities to apply those skills that will generalize to potential work settings.

6. A specific reason that makes multicultural training for teachers a must is: (b) increasing numbers of minorities in public schools

7. The earliest training program that attempted to address cultural/ethnic differences developed: (mark all possible answers)
   (a) as a result of specific needs in a specific geographic area
   (c) as a result of civil rights movements

8. The Multicultural Special Education Project at the University of Kansas undertook the task of: (d) assessing multicultural factors in the Special Education curricula through analysis of course outlines and readings

9. The Multicultural Project publication "Mainstreaming a Multicultural Concepts Into Special Education, Guidelines for Special Education Trainers" includes: (mark all possible answers)
   (a) process for analyzing current curricula
   (b) a workshop model for analysis and establishing departmental goals
   (d) a rationale for multicultural education

10. List 2 experiences that should be included in training in multicultural education at the college level.
    (1) examine dynamics of diverse cultures and implications for developing teaching strategies
    (2) develop skills for values clarification including study of the manifest and latent transmission of values
    (3) promote analytical and evaluative abilities to confront issues such a democracy, racism, sexism, party of power
    (4) examine linguistic variations and diverse learning styles as a basis for development of teaching styles

Minority Issues in the Education of Handicapped Children

Trainees Satisfaction Survey

Instructions: The purpose of this survey is to provide an evaluation of your satisfaction with this course. Please do not write your name on the survey and please give a valid appraisal to each item below. Your responses will help improve the training experience for others who take the course.

Each item is rated on a seven point scale (1=low, 4=average, 7=high). Please circle the value that fits your judgement. DO NOT MARK BETWEEN THE NUMBERS OR YOUR RESPONSE WILL BE INVALID.

1. Rate your overall satisfaction with this course.

1	2	3	4	5	6	7
Low			Average			High

2. Rate your satisfaction with the Instructor.

1	2	3	4	5	6	7

3. Rate the importance to you of each of the following components.

(a) Instructor's presentation:

1	2	3	4	5	6	7

(b) Group Discussions

1	2	3	4	5	6	7

(c) Applications discussion

1	2	3	4	5	6	7

(d) Classroom applications

1	2	3	4	5	6	7

(e) Mastery exams

1	2	3	4	5	6	7

(f) The Text

1	2	3	4	5	6	7

4. In your judgement, rate the extent that the course actually increased your :

(a) Awareness of various issues

1	2	3	4	5	6	7
Low			Average			High

(b) Knowledge concerning specific issues

1	2	3	4	5	6	7

(c) Classroom skills

1	2	3	4	5	6	7

5. To what extent did the training effect building faculty not in the course?

1	2	3	4	5	6	7

6. To what extend did the training generalize to student knowledge, skills, and/or relationships?

1	2	3	4	5	6	7

7. Would you recommend the course to fellow teachers?

1	2	3	4	5	6	7

Please comment positively and negatively to the following:

Course materials:

Problems that arose:

Course organization:

Benefits that were evident:

Instructor:

Other:

Minority Issues in the Education of Handicapped Children

Teacher's Application Task Description

Instructions: The purpose of this form is to provide teacher trainees with a format for reporting classroom applications based upon Minority Issues and to serve as a device for building based accumulation of related instructional procedures and methods. Thus, ideally this format can be used by teachers to communicate various procedures that they have found to be effective.

Complete one form for each application task conducted.

Developed by: _____ Date: _____

Chapter Task is based upon: _____

Building: _____

Task Title:

Purpose:

Procedures:

Evaluation Method:

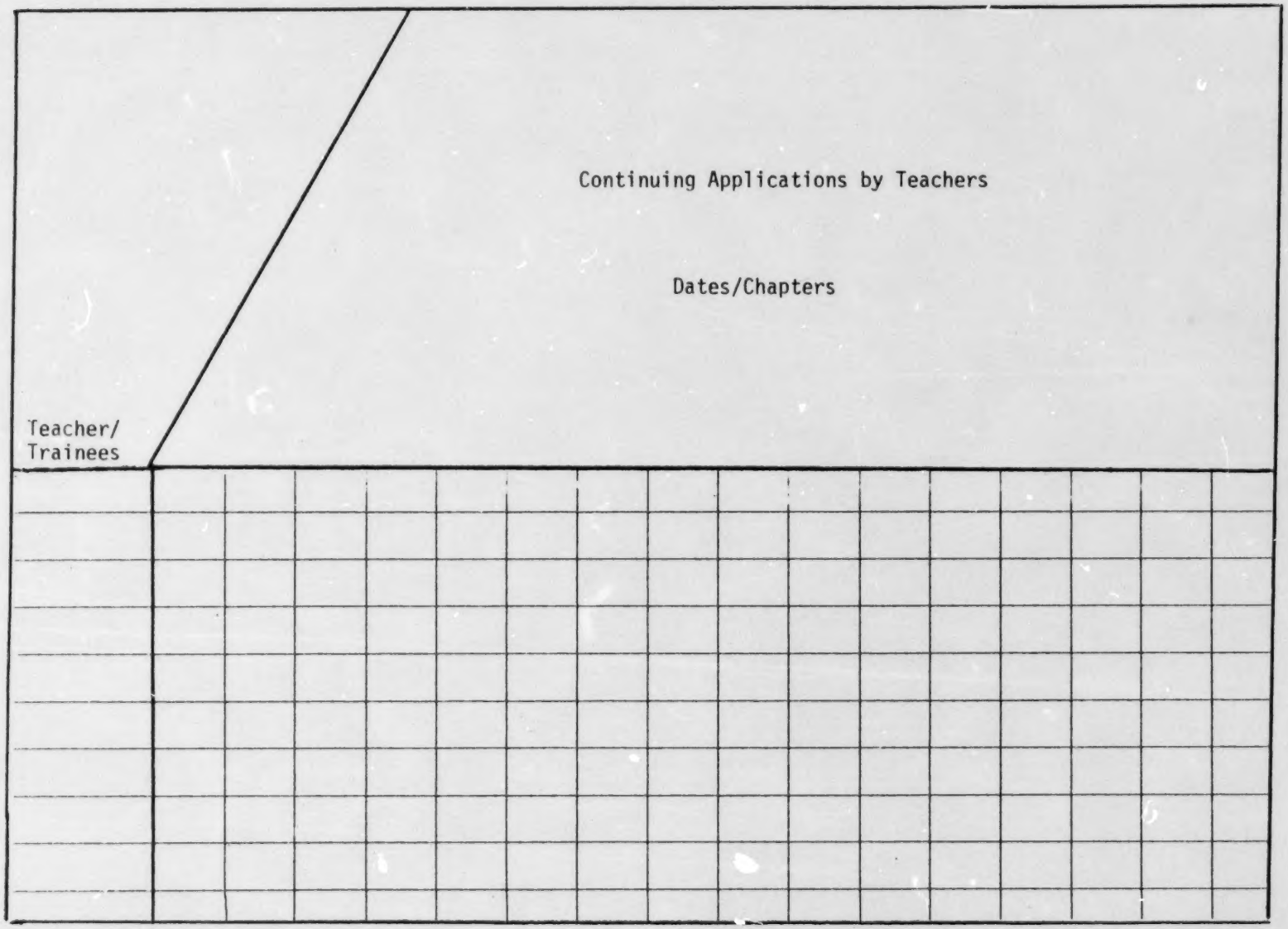
Results:

Attach related materials, examples, data, etc.

Minority Issues in Special Education - Instructor's Application Tasks Summary

Teacher/ Trainees	Chapter I - Introduction	Chapter II - Minority Handicapped Children in Urban District (Kansas City, Missouri)	Chapter III - Assessment Issues	Chapter IV - Language Issues	Chapter V - Learning Style Issues	Chapter VI - Educational Objective and Multicultural Curricula Issues	Chapter VII - Educational and Vocational Barrier Issues	Chapter VIII - School Policy Issues	Chapter IX - Community Awareness and Resources Issues	Chapter X - Staff Training Issues	Continuing Applications by Teachers Dates/Chapters					

Minority Issues in Special Education - Instructor's Application Tasks Summary



Appendix B

Texts and Content of the Brochure and the Audio/Visual Package

Minority Issues Inservice Program (MIIP)

Objective - To provide an inservice program for regular and special education teachers concerning minority-ethnic variables affecting special education in public schools.

Materials - The program materials include four components: (1) the MIIP brochure, (2) an audio-visual information package, (3) a text for teachers, and (4) Instructor's Manual.

Inservice Leader Options - (1) the building principal, (2) a designated special education faculty member, or (3) a faculty inservice team may conduct the inservice.

Evaluation - Multidimensional evaluation including: (1) teacher mastery, (2) student outcome effects, (3) teacher trainee satisfaction, and (4) the extent of teacher's application.

Organization - Multidimensional training including: (1) Instructor introductions to new topics, (2) readings with a mastery component, (3) group discussion, and (4) development and discussion of classroom application.

Impact - Building based inservice training system allows for wide impact on faculties.

Cost Efficiency - Since the training is materials based and managed at the local building sites, training costs are tightly controlled. Twelve 2-hour sessions are required to complete the entire training program. In contrast to 19 session 3-hour course at the university level, the training is comprehensive and time efficient.

Generalization and Maintenance of Training - Since the training is designed to establish classroom and building applications training moves from awareness and knowledge to faculty skills development within the 10 topic areas. Since the training is building based, the opportunity to adapt training to specific building goals and policies enables persistant use of the procedures over the school year.

Concerns

Given the wide ranging impact of social legislation that guarantees education both to minority and handicapped children in the least restrictive environment, teachers and school consulting staff not previously concerned with either problem will find themselves dealing with both at the local school level. Thus, several specified concerns related to minority race, handicapped children, and inservice teacher training at the local school level are apparent and not addressed. Specifically:

Are there specialized differences in the educational needs of the minority culture or race handicapped child that can be identified? Are these needs recognizable at the local school levels? Can the appropriate services be brought into play to accommodate these specialized needs?

Are there specific barriers to a free and appropriate education for minority handicapped children in addition to those facing other handicapped children? How can these specialized needs be identified and be translated into service objectives?

How can teachers and consultants be trained to recognize and service these needs?

Since many of these specialized needs will be related to local racial and cultural community makeup, what is the school principal's role in recognizing these needs and directing provision of service?

Program Development

The MIIP program was developed during a three year Special Project grant for the Office of Special Education, U.S. Department of Education. While it was found that considerable research and instructional materials are available in the areas of minorities education and education of handicapped children, there is currently a paucity of information on appropriate methods for the special education of minority/ethnic group children.

The objectives of this three-year cooperative inservice project between the Department of Special Education at the University of Kansas and the Kansas City, Missouri School District was: (1) To organize and assemble the current issues and state of the art relating to the special education of minority handicapped children. This was accomplished through the participation of a steering committee comprised of local minority group representatives, handicapped persons active in education, and special education professionals representing those served in the district. (2) Develop a dissemination oriented inservice training package for use by local school building principals and/or special education leaders for training of local building staff involved in the education of the handicapped under P.L. 94-142. (3) To complete inservice training, using the inservice package in twenty local buildings with 240 teachers in the Kansas City, Missouri School District. (4) To disseminate the inservice package throught the National BEH Regional Resource Centers Network, CEC Minority Concerns Office, and via commercial publication of the package.

The inservice training package is coordinated using a training guide and manual for the principal and/or local building special education leader. This manual describes the appropriate arrangement and coordination of inservice activities. An inservice training text for the teacher trainee, covering the basic issues, guidelines, and procedures is used. The package also includes a ten-minute filmstrip-cassette kit designed to provide an overview of the inservice training course.

Issue Areas Considered

The areas included in the training program are:

Minority Culture Characteristics and Learning Styles

-- Description of the minority learning style.
-- Focus on the roles of curriculum, motivation, interests, and appropriate educational goals.
-- Description of the minority group's recent and historical attitudes and treatment of handicapped persons.
-- Development of a realistic current perspective of the handicapped person's role(s) in the minority culture and community.

Focus on Educational and Vocational Barriers

-- Barriers to free and appropriate education are identified and listed.
-- Corrective actions for removal of barriers are suggested. These corrective actions could range from renovation of sidewalk curbs to admit wheelchair passage to training of parents to realize the potential of their handicapped children to lead useful adult lives.
-- Barriers due to minority group status are examined in addition to those experienced by majority race handicapped children.

Focus on Educational Objectives and Curriculum for the Minority Handicapped

-- Types of curriculum.
-- Curriculum modification.
-- Methods for capitalizing on cultural diversity in curriculum development.
-- Translating learning objectives into cultural/ethnically appropriate curriculum.

Focus on Community Awareness

-- Community awareness and concern for the problems of minority handicapped persons.
-- Recommendations for educating the public to the problems of the minority handicapped.

Focus on Community Resources

-- Survey of community resources for minorities and the handicapped.
-- Determining the extent of minority handicapped use of the services.
-- Determining how these groups can better service minority handicapped persons.

Focus on Training of School Staffs

-- Training in barriers to appropriate education.
-- Training in minority and handicapped learning styles.
-- Training in vocational and academic potential of the minority handicapped.
-- Training in objectives and curriculum for the minority handicapped.
-- Training in techniques for appropriate assessment and evaluation of handicapped children's performance.

Focus on School Policies as They Affect the Handicapped

-- Suspension policies.
-- Participation in athletics and social activities.
-- Grading policies.

Assessment Procedures - Problems and Solutions

-- Bias in test construction - both standardized and teacher constructed tests.
-- Norms and performance standards.
-- Screening.
-- Qualification of examiners in relationship to minority handicapped children.
-- Language problems related to tests and examiners.
-- Criterion referenced measures, including observation.
-- I.E.P. issues.

Focus on Language

-- Recent court cases.
-- English as a second language.
-- Dialects of English, i.e., Black English.
-- As a barrier.
-- Implications for teachers.

Results and Benefits of the Project

The project provided results in several areas related to the development of information about the current needs of minority-handicapped children, practical short and long-term solutions to these needs, provision of appropriate services, and development of inservice training materials that impact special education at a national level.

(1) Development of a comprehensive list of issues and needs as they effect education of minority handicapped children. A model involving local experts and minority-handicapped constituents serving on a steering committee, as used to examine the special issues and needs of children. An auxiliary committee of local school staff also was used to comment and expand these needs areas developed by the steering committee.

(2) These lists of issues and needs were augmented by recommendations for amelioration of these factors. Thus development of the inservice training materials was based on these recommendations. Further, since these recommendations are a comprehensive body of researchable alternatives to the problems of the minority handicapped, research can be developed by others interested in this area.

(3) A model for identification and solution of the problems of the minority handicapped is demonstrated by application at the local school level. This project creates a working model by which the problems of the minority handicapped can be addressed at the local school level. This model should be a replicable mode of developing input in other settings.

(4) The inservice materials are directed toward the school staffs and implemented by the school principal or local special education leader. The inservice materials were developed for practical implementation at the school level. This provides a flexible system of inservice training since the materials are of dissemination quality. Thus, local school personnel can implement the program, which will be available through the Regional Resource Networks or through commercial publication of the materials.

(5) The knowledge concerning the utility of the materials demonstrated through a field test using the materials. The last year of the project was devoted to the use of the inservice training in twenty schools. Evaluation was planned to ascertain the quality of the materials, their impact on school personnel, and local satisfaction with materials. Thus, the potential for measuring school based change in procedures related to the minority handicapped was developed.

Staff

Project Director: Charles R. Greenwood, Ph.D.

Co-Directors: Joseph Delquadri, Ph.D.
Linda Thurston, Ph.D.

Implementation Specialist: Dorothy Preston, M.A.

Research Assistants: Winifred Critchlow, M.A.
Verona Hughes, M.S.Ed.
Ping C. Yuen, M.S.
Susan Thibadeau, M.S.Ed.

Kansas City, Missouri District Liaison: Jasper Harris, Ed.D., Ph.D.

Steering Committee

Janice Kelly: Swope Parkway Comprehensive Health Center

Anna M. McGuire, M.S.: Independence, Missouri Public Schools - Interagency Coordinator

Barbara Hankinson, M.A.: Kansas City, Missouri, Public Schools, Division of Special Education

Michael Lillis, B.S., B.A.: Missouri Governors Committee on Employment of the Handicapped

Jasper Harris, Ed.D., Ph.D.: Kansas City, Missouri, Public Schools, Division of Special Education

Voris G. Bailey, Ed.D.: University of Missouri at Kansas City, Department of Special Education

MIIP Filmstrip Script

Frame	Visual	Dialogue
1.	Blank frame	
2.	Title frame - "Minority Issues in Special Education"	Music
3.	Produced by and for....	Music
4.	Teachers A & B talking in the lounge. Person C in the background.	B: "How was your day?" A: "Don't ask me!" B: "Oh, it couldn't have been worse than my day."
5.	Teacher B in classroom	B: "My class seems just filled with problems. I really have not been able to hit my usual beat with the kids this year."
6.	Picture of teacher B	B: "Being Black, most people would think I could work well with these inner-city children. But as you know, it just isn't that simple."
7.	Mrs. Hughes LD Classroom	A: "You're right. Mrs. Hughes was telling about her difficulties teaching the minority children in her class. She feels that there just hasn't been enough support for her and her students from Mrs. Aims, the principal. You know she has the small LD class, she has a Special Education credential."
8.	Mrs. Hughes working with individual student.	A: "If she is having problems, think of us. Each of her students requires individual attention and special materials."
9.	Mrs. Hughes working with individual student.	B: "That's right. Each student in special education has an individual educational program which might make it difficult for teachers to find suitable materials."

Frame	Visual	Dialogue
10.	Other small classroom	A: "Right. And as you might expect in Ms. Goodlow's bilingual class, the most severe problem is communicating with the parents."
11.	Teacher working with individual student.	A: "Of course, many don't speak English."
12.	Hallway	B: "Yes, and then there has been the recent outbreak of behavior problems, often between white and black students."
13.	Principal's office	B: "Some of the students this year just can't get along in class."
14.	Lounge scene: Teachers A & B seated at table in discussion. Person C standing as she enters conversation.	C: (Visiting District Coordinator) "I couldn't help overhearing your conversation. I've been dealing with similar problems in other schools this year."
15.	Teachers (A,B,C) at table.	C: "The problems you are discussing can really be viewed as "Minority Issues in Special Education". Three schools in the district are currently participating in an in-service program in "Minority Issues."
16.	Focus on C	C: "As a result we are seeing some positive benefits at these schools." B: "What is the program?"
17.	Graphic: "Minority Issues Inservice Program"- Mediated Program.	C: "It's called MIIP: Minority Issues Inservice Program. MIIP is a principal mediated inservice program for regular and special education teachers.
18.	Add "School Principal or Designated Staff Member"	C: "Mediated means the principal at your school or a designates staff member can conduct the inservice."
19.	Add "Two-Day Workshop"	C: "The building trainer learns the program in a 2-day workshop given by myself and the staff at the central office."

Frame	Visual	Dialogue
20.	Trainer and Principal	C: "As a matter of fact, I just completed a workshop in which your principal Mrs. Aims attended. That's the reason I'm here today."
21.	Training scene	C: "During the mediated training we covered issues included in the program materials."
22.	Training scene	C: "These included issues in assessment,
23.	Classroom scene	C: Minority cultures, learning styles, language, curriculum,
24.	Student in wheelchair	C: Barriers,
25.	Wheelchair and ramp	C: Community resources, and awareness,
26.	Training scene	C: Staff competencies, school policies,
27.	Written materials	C: Laws and legislation,
28.	Two people in training	C: and other current topics related to minority students in education."
29.	Workshop training of mediators	C: "During the workshop all participants are trained to use the MIIP materials."
30.	Materials	C: "They are briefed on procedures for conducting the workshop
31.	Materials	C: Where and how the MIIP package can be applied to school settings."
32.	Mrs. Aims conducting class	C: "Following the training session, the participants are ready to carry out the training in their building using the provided materials."
33.	Back to the lounge	C: "So, your principal is trained and ready to conduct the inservice with you and the rest of the faculty who are dealing with problems related to "Minority Issues".

Frame	Visual	Dialogue
34.	Teachers talking in lounge	A: "I think I would be interested. I tried to take a minority issues course in college, but it was offered in a different department and did not count toward my degree. I think I could use this kind of training. Certainly we all have a limited background, because of our own cultural experiences."
35.	Talk continues in lounge	B: "I agree. I'm Black, but I don't know what is going on in these inner-city families. Their problems are really different from those I encountered as a youth. What will be involved in our training?"
36.	Mrs. Aims training faculty	C: "Your principal will train you in 12 two-hour meetings to be held after school."
37.	MIIP cover	C: "You will be provided materials and be expected to attend the sessions."
38.	Shot of materials	C: "You will also be expected to read and prepare one unit of material for each session. During each meeting three major events occur."
39.	Training session	C: "(1) You will be introduced to a new topic by the principal."
40.	Graphic: Introduced to new topic. Participate in discussion and application	C: "(2) You will participate in a discussion and application exercises based upon your preparation of the current unit."
41.	Graphic: Pass Exam	C: "(3) And you will spend time passing a mastery exam over the current unit of material. After each session you will be ready to apply the new principles in your class."

Frame	Visual	Dialogue
42.	Back in the lounge.	B: "I like the idea of inservice training especially the fact that it takes place here in our building. Plus it is ongoing with the principal taking the lead. It looks as though it would fit into most teachers schedules and be real practical. Who developed this program?"
43.	Four people at table	C: "MIIP was a joint effort of persons from varying minority backgrounds. The committee was comprised of special educators and handicapped persons who serve in both government and community organizations and work with handicapped persons."
44.	Shot of university people.	C: "Also university persons were involved."
45.	Group shot	C: "They met regularly to discuss and suggest solutions to the minority and handicapped child's experience in school."
46.	Lounge	A: "What have been the reactions to the program?"
	Testimonials	
47.	Jasper Harris	"The Minority Issues Inservice Program is a timely answer for questions facing many educators. I am especially impressed with the inservicing of teachers in their building in the ongoing manner that the program provides.
48.	Mrs. Weaver training	"I feel it's been an excellent way to keep principals involved with their teachers."
49.	Barbara Hankinson	"I believe that MIIP will be beneficial in meeting the needs of regular classroom teachers and special teachers."
50.	Teachers and trainers	"Teachers will be provided the opportunity to work together to solve problems at the building level that effect the students in that building."

Frame	Visual	Dialogue
51.	Library scene	"The program should assist in bringing about better communications among the staff and better understanding of the students. It will stimulate teachers to seek new approaches and discover innovative techniques for working with the 'different' child."
52.	Michale Lillis	"The future of the handicapped-minority student will depend on the thoughtful application of knowledge resulting from studies such as the Minority Issues Inservice Program."
53.	Anna Margaret McGuire	"Since it is my responsibility to coordinate programs between the local education agency and other agencies which provide inservice activities regarding programs which serve minority students, particularly those who are handicapped."
54.	Trainer and group	"MIIP offers an opportunity for educators to become aware of services which can meet the total needs of a child and his family. This information could very well make the difference between a successful experience and one which is full of frustration."
55.	Voris Bailey	"MIIP can be invaluable in providing teachers with information and assistance regarding the modification of materials."
56.	Kids in hallway	"With the increasing number of children with different cultural backgrounds entering school today, teachers may find that many instructional materials, strategies, and techniques that have been used in the past will have to be modified to be effective with some culturally different handicapped children. MIIP can help teachers make these changes."

Frame	Visual	Dialogue
57.	Janice Kelley	"I am convinced that the Minority Issues Inservice Program will serve to dispell initial teacher prejudice or lack of understanding of handicapped children, which too often denies handicapped students easy access to an adequate or appropriate education."
58.	Class in auditorium	"Additionally, I feel that MIIP is an important instructional took in advancing and disseminating knowledge, among classroom teachers, to ensure that student handicapping conditions are recognized and addressed more effectively and earlier."
59.	Graphic	Write to: Minority Issues Inservice Program, Children's Rehabilitation Unit, Dept. of SPED, University of Kansas Medical Center, 39th & Rainbow Blvd., Kansas City, Kansas 66103
60.	Graphic	Project Staff: Project Director: Charles R. Greenwood, Ph.D. Co-Directors: Joe C. Delquadri, Ph.D. Linda Thurston, Ph.D. Implementation Specialist: Dorothy M. Preston, M.A.
61.	Graphic	Research Assistants: Verona Hughes, M.S. Ping Yuen, M.S. Winifred Critchlow, M.A. Susan Thibadeau, M.Ed. K.C. Mo., District Liaison: Jasper Harris, Ed.D.
62.	Graphic	Steering Committee: Janice Kelly, Swope Parkway Comprehensive Health Center Anna M. McGuire, M.S., Independence, Mo., Public Schools, Interagency coordinator. Barbara Hankinson, M.A., K.C., Mo. Public Schools, Div. of SPED.

Frame	Visual	Dialogue
63.	Graphic	Michale Lillis, B.S., B.A., Mo. Governor Committee Employment of the Handicapped. Jasper Harris, Ed.D., Ph.D., K.C., Mo. Public Schools, Division of SPED Voris Bailey, Ed.D., Univ. of Mo. at K.C., Dept. of SPED
64.	Graphic	MIIP - Minority Issues Inservice Program: A principal mediated inservice program for regular and SPED teachers is a special project and training grant from the Personnel Preparation Branch, Bureau of Education, Edward Moore, Project Office.
65.	Graphic	MIIP - COOP - A cooperative project between the Dept. of SPED. the Univ. of Kansas, K.C., Ks. and the Division of SPED in K.C., Mo., School District, K.C., Mo.
66.	Blank	